Headmaster's Diary

I signed an urgent order for more paper. 'We can't send this, unless you want to end up in jug. The place is bankrupt.'

This week we made the shocking discovery that our school finances had reached an alarmingly low ebb. Sybil Fordyce, my second deputy, had begun to copy the CSE "Design for Living" examination paper when the machine ran out of blank sheets.

Following the correct procedure which I laid down last term upon the recommendation of the staff resource and reprographic subcommittee, she collected the key of the emergency stock cupboard in the office – only to find the cupboard quite bare.

I immediately signed an urgent order for more paper, and launched a major inquiry into the disappearance of our reserve stock. I asked Arnold Bogwin, my first deputy, to look for any signs of a forced entry, and Mrs Snode, the secretary, took the padlock to Vincent Pile, the head of science, for forensic examination.

Meanwhile, Sybil checked through the triplicate copies of the "reprographic user voucher dockets" which, as a result of my new control system, were carefully filed next door. At times like this my experience in advanced management techniques really pays off.

Soon after, Mrs Snode came in with Vincent Pile close behind. "Ah, splendid," I said. "The inquiry already bears fruit!"

"You might say that," she retorted, with a twisted smirk. Then she put the order for paper in front of me, with an unnecessary thump. "We can't send this," she declared, "unless you want to end up in jug. The place is bankrupt."

"But this is absurd," I said. "We still have £300 left over from the new parents' punch 'n' pate carnival disco."

"We *did*," she replied, "but then you went and let *him* get at it."

Mrs Snode pointed at Vincent, who shifted uncomfortably and said, "If you remember, Dr Smellcroft, it was the new 32K ROM pack for our ZK903 computer. You agreed that this would enhance the presentation at the next governors' meeting."

It dawned on me that Vincent had button-holed me about this last week, and that it had seemed a good idea at the time.

"And that's not all," Mrs Snode continued. "We now know who opened the store cupboard and took the paper."

This made me feel better. "Ah, excellent," I said. "I knew my system would triumph in the end. We must bring the culprit to book. This may well be a matter for the governors. Congratulations, Vincent, on your investigations. Heads will roll. Let the villain be named. Who was it?".

'Kindly take down this urgent memo. We must devise a crash programme to raise funds.'

Vincent looked sheepish, and Mrs Snode gave a loud snort. "Er, it was me, sir," Vincent said, "with your permission. Don't you remember? Right at the end of last term, I wanted to evaluate the new first-year science programme. You agreed I could run off copies of our assessment schedule for every pupil."

There was a silence while I gathered my thoughts, and tried to look quietly confident. One must look half-puzzled at times like this: it makes one's staff feel more secure. "Ah, yes, of course," I said, with some degree of aplomb, and contriving a modest smile.

"Of course, my foot," said Mrs Snode. "What's the point of padlocks when you keep handing over the key? My brother is an executive with a security firm. He says people like you need to be protected from themselves."

"That will be enough," I said, sternly in command again. "Kindly take down this urgent memo to all the staff. We must devise a crash programme to raise funds."

I apologized to Arnold for my little oversight, and then together we tried to think of some event which would restore the school to solvency.

"We've squeezed the parents hard this year," he said. "The bazaar to buy the new microcomputer, the square dance for Vincent's extra software programs, and now there's only one packet of file paper left in the school."

At this forlorn moment, Fiona Bromley-Baskett – our lively head of home economics – came in with an inspiration, having seen my staff notice. "About your memo," she began: "It's some time since we had a sponsored walk. Let's do a really big weekend of sponsored events. I'll organize a knit-in, and all the staff can think of something. Every pupil could take part."

"It might work," Arnold said.

"I'm sure it will," Fiona said. "It will at least work well enough to buy me a new food processor. Don't you agree, Dr Smellcroft?"

We decided to call the event the Candlewick Sponsored Olympiad, and I asked our chairman of governors, Councillor Dimpickle, to open proceedings by igniting the Torch of Sponsorship, handcrafted in wax in the school workshops. The school coat of arms, using the "candle-wick" theme, made this a particularly apt creation.

But Dimpickle declined, saying that "although school self-help schemes are in line with county policy, such a major exercise would draw unnecessary attention to the economy cuts, which have been forced on the committee by the general decline in world trade."

I thought this was missing the point, and I was about to draft an invitation to our MP, Sir Dudley Firkoddle, when Arnold pointed out the result would be the same: "They're all toeing the party line," he said. "Even old Humphrey Twitchett, the area education officer, will fight shy of this one. He's fishing for early retirement. You'll have to make do with the vicar."

So the vicar performed the ceremony, while the school wind band played a concert overture specially composed for the occasion by Cedric Moth, our head of music, entitled *El Sponsoro*. This featured an improvized cadenza by Cedric on the bassoon, for which he was raising 19p per bar.

Unfortunately, the staff had overindulged Cedric's taste for ale before the event, and the call of nature obliged him to begin the coda before reaching his target of £17 for a new set of chime bars. But perhaps it was just as well, since the band had begun to fidget and the vicar's smile was becoming glazed.

An original event was the sponsored sip-in, devised by Arnold and involving the consumption of orange squash as slowly as possible by the first year pupils, after running a mile to work up a thirst.

Vincent Pile's computer games proved much less of a draw than I expected – presumably because the young are glutted with that sort of thing. And his sponsored "ghost-in" fared no better. This was a curious idea, involving the showing of films about life in Russia, while the audience made gloating noises about the pleasures of life in our free society.

Cecil Stonejaw, the head of history, had asked me to ban this as too political, but in the event it didn't come to much, due to the difficulty of sustained gloating despite advance coaching by the drama department.

The most popular event was the sponsored horizontal climb arranged by Cecil in the centre of Candlewick. The idea was to pretend the high street was the north face of the Eiger. The participants wore mountaineering garb and spreadeagled themselves on the pavement, making the most fearful grunting noises as they struggled for handholds amid the Saturday shoppers.

And so the school will stay afloat after all. But it did seem an awful lot of work of a somewhat non-educational nature.

Four teams competed to be the first to plant a flag bearing the school crest outside the Fooddrama supermarket, where the manager had offered a large tin of bully beef as the prize. The main problem was to circumvent the hardware shop, whose proprietor claimed the right to display his lawnmowers on the pavement in the direct path of the mountaineers.

Cecil finally obtained the council's permission to move them aside, but then a large bag of blood and bone manure was inexplicably dropped in front of the teams just as they reached the shop. After donning face masks they managed to keep going to the cheers of the crowd.

The grand result was £750 for the school fund, and so the school will stay afloat after all. But it did seem an awful lot of work of a somewhat non-educational nature.

As Arnold and I were enjoying a cup of tea at the end of the day, Vincent came up to ask me if I could spare £300 for him to purchase another computer. Before I could reply, Arnold said, "Sorry, Vincent, the new padlock for the store cupboard is going to set us back quite a bit."

I suddenly realized that, important though this high technology is, we must put first things first.

Maurice Holt

So the vicar ignited the Torch of Sponsorship, while the school wind band played the specially composed concert overture, *El Sponsoro*.

Illustration by Rosemary Harrison

Next week

■ The 52 week term: Leicester finds keeping schools and colleges open all year round reduces juvenile crime.

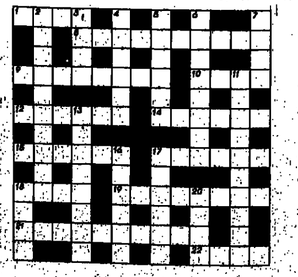
■ The Government's chief medical officer expressed concern about it. *The TES* campaigned against it and the Americans were appalled by it, but still thousands of children were exploited and robbed of their education in the name of the Great War effort, Pamela Horn recalls.

■ Edward Blishen on William Golding.

■ Books on crime and punishment.

■ National Youth Theatre's new season.

TES Crossword No 64 by Rufus



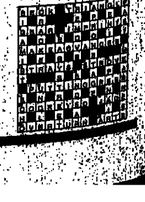
Across

1 Beheaded: it would be even more venomous (4)
4 Devious, but fair entertainment (10)
9 Gilbert and Sullivan's stagecoach (6)
10 Record is broken by the winner (4)
12 To create book-space, paint something aside (6)
14 Ships mascot for the ancient mariner? (6)
15 Wagnerian heroine that is about to be disposed of (6)
17 He's lit to be an object of worship (6)
18 It's a mixed drink (4)
19 Here cars are involved in scientific inquiry (8)
21 Charge for two-arms (10)
22 Lindy one's ambitions (4)

Down

2 Is hesitant when perplexed? Quite the contrary (10)
3 It could be for a Malaysian vessel (4)
4 Great enthusiasm for two natural products (6)
5 They also multiply naturally (6)
6 Withdraw a summary (8)
8 Number not in, and want an explorer (4)
11 Not having a good time – he was easily beaten (4,6)
13 Is bad literally a very small population (8)
16 I grow a winding vegetable (6)
17 Relic of old style in protective wrapping (6)
18 The first man to be a father (4)
20 Often the complaint of an adolescent (4)

Solution in puzzle No 65



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Career-linked appraisals threatened on cost grounds

by Richard Garner

Schools in inner London are likely to be encouraged to adopt regular work appraisals of the authority's 21,000 teachers.

The idea – which comes from a working party set up by the authority nearly three years ago – is to improve the career development and promotion opportunities for teachers.

However, according to a report to be submitted to the ILEA's staff development sub-committee next month, the working party's proposals would be too expensive.

It recommends, instead, that it should put forward more simplified proposals, dropping a formal link to career development which could be applied by individual schools.

The report says the authority would need to take on an extra 100 teachers at a cost of £1m a year – if all the teachers were to have a proper regular appraisal of their work.

The costing is based on the assumption that each appraisal would take half a day and mean the absence from the classroom for that time of both the teacher and the person who is doing the appraising.

According to the working party, it was agreed that the main emphasis of the appraisal should be on professional development and thus improve arrangements for reporting on teachers for promotion.

Other principles agreed include: frankness and openness, with the teacher having access to the records. The appraisal should take place at regular intervals, and participation in the scheme should be voluntary with some sort of appeals procedure available.

A 10-page document produced by the working party says the appraisal should be conducted in two parts: the first should give details of initial qualifications and training, subsequent in-service training and experience, describe the teacher's responsibilities, and analyse his or her current timetable.

The second part should record performance under six main headings – teaching, curricular, pastoral, organizational, supervisory, and general. It should provide a summary of the teacher's strengths and weaknesses and of further qualifications, training and experience which may be desirable. The form should be signed by both parties.

However, head teachers – on hearing of the cost – have told the authority the scheme would be unrealistic at present.

The Central Consultative Committee of Headmasters and Head mistresses has added: "We remain extremely concerned that the ever increasing demands for the release of teachers from their teaching commitment is having a deleterious effect upon the education of pupils. Whilst adequate resourcing of this scheme would be essential, this would not entirely prevent a deterioration in children's education."

In the light of the comments on the working party's report, next month's meeting of the staff and general sub-committee will be urged to go ahead with a less ambitious scheme.

Mr Bob Richardson, general secretary of the Inner London Teachers' Association of the National Union of Teachers, said he felt it would not be in teachers' best interests if the scheme went ahead like that.

Row likely over TUC seat

A move to change the way in which the TUC's general council is elected – which would give the second biggest teachers' organization, the National Association of Schoolmasters/Union of Women Teachers an automatic seat – is likely to provoke one of the fiercest controversies of this year's annual conference.

It was agreed at last year's TUC conference that all unions with a membership of 100,000 or more should have at least one seat on the general council.

At present the NUT is the only teaching union represented on the general council – whose members are elected at each annual conference.

However, there will be several moves to delay the implementation of the change when delegates meet in Brighton in September.

Detectives in history: a quill pen rouses interest during an ILEA summer school "investigation" of the eighteenth century household of Lord Chesterfield, statesman and celebrated letter-writer. The course at Ranger's House museum, Blackheath, culminated in a drama workshop last week.

Picture: Laurie Sparham/Network

£1m redundancy bill looms over Schools Council

by Nick Wood

The Government will be landed with a redundancy bill of about £1m if staff working for the doomed Schools Council are not offered jobs on the examinations and curriculum bodies intended to take its place.

The cost of the redundancy payments to the council's 100 staff was one of the main items on the agenda of a meeting this week between the Department of Education and local authority officials. This is the first time the two sides have met to work out the details of the council's demise, four months after the Education Secretary's statement in the Commons.

The size of the redundancy bill reflects the fact that council staff enjoy Civil Service contracts and previous employment elsewhere in the public sector counts towards any severance payments.

Also on the agenda at this week's meeting were superannuation payments and the future of contracts between the council and publishers, universities and colleges.

Ministers will also need to decide on the future of 50 council projects whose budgets stretch into the next financial year. The DES wants to stop funding the council at the end of next March so any that are reprieved will have to be transferred to the successor bodies.

A DES spokesman stressed that the meeting was to identify areas of agreement between the two sides. Final decisions on how the council is to be wound up will be left to the politicians, who face the awkward problem of synchronizing its closure with the creation of the new bodies.

They will need to weigh carefully the cost of redundancies against the desire to give the examinations and curriculum councils a free hand in appointing staff.

One casualty of the delay in burying the Schools Council could be the timetable for a decision on the new 16-plus examination. The joint council of GCE and CSE boards, responsible for the new examination, is on course to complete draft criteria for 20 subjects by the end of November.

But with the key examinations council still to be decided upon, the criteria could be left gathering dust in Whitehall for some months.

Delay seems inevitable because the Government has yet to name the chairman and chief executive who will run the new council.

It is thought that the former could be at his desk soon after appointment but given usual notice periods it is likely to be another three months before he could be joined by the council's full-time chief. Then would follow the laborious process of recruiting staff.

A DES spokesman said last week that the names would be released "in due course".

Union man disarmed at omission

1984 may be near at hand – if the gospel of the National Union of Teachers' annual conference, according to the union hierarchy, is to be believed.

Every year the NUT religiously sends copies of the motions passed at its union's annual conference to education authorities up and down the land.

This year is no exception – save for the fact that a section headed "resolutions passed in public session" contains no reference to the motion on unilateral disarmament which caused the fiercest controversy of the conference and survived an attempt to rule it out of order.

The omission has been condemned by Mr Ken Jones, an outer London executive member of the NUT, who said: "First of all, this has been sent out by the officers of the union. I don't recall it ever going before the executive.

The omission was defended by Mr Doug McAvoy, deputy general secretary of the union, who said: "The conference motions we send out to local education authorities are those which really concern them and the provision in their schools – the sorts of resolutions our divisional secretaries would be pursuing with them.

"The sort of thing we would send would be on staffing and conditions of service".

Solihull summit

A top-level meeting is held in Solihull to see whether it should comply with the DES's demand for details of school choice complaints. 3

Mixed view

Labour's leaked proposals to extend educational opportunities to all over 18 have received a mixed reception. 4

Flexible links

A flexible qualification allowing staff to transfer both ways between schools and FE is suggested by the Polytechnic Council for the Education of Teachers. 5

Difficult spell

The initial teaching alphabet – the 1960s experiment in simplified spelling – could have cut remedial classes but suffered from prejudice, says one of the system's pioneers. 6

The nearly men

Richard Garner interviews the newly-appointed deputy general secretaries of the NAS/UWT and AMMA. 8

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National service

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Never closed

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Labour's attack on élitism

Anyone who tries to take the Labour Party's *Education After Eighteen* document (page 4) seriously is likely to find the mind boggling fairly early on. The authors have tried to take a global view of the whole range of higher, further and adult education activities which they believe should be available to everyone from the age of 16-plus to the end of the *troisième age*.

They also try to take account of the major structural changes which have been proposed in the Labour discussion paper on 16–19. Welding the various elements together into a coherent whole is no mean undertaking, and there are times when the render pines for a better idea of what a Labour Secretary of State might actually be expected to do.

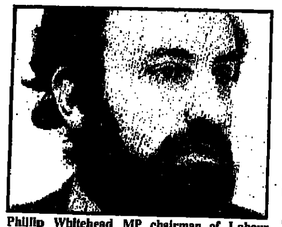
The financial implications of doing everything they would like to do are so great that anyone who has difficulty in believing in Father Christmas will look for principles and priorities rather than promises and plans.

What the document does is note the extent to which the present entry to higher education is biased in favour of middle-class, white, men, with what is regarded as the particular over-representation of the independent schools. Oxbridge demonstrates these biases in conspicuous ways and therefore comes in for special threats.

Having diagnosed what's wrong, the authors then look for ways of opening up the entry from groups now under-represented, both among those who go on-to from school, and from older men and women.

They see the present pattern of admissions as a direct consequence of the reliance on A levels and the over-specialized sixth form which perpetuates the head-start of the middle-classes.

Hence, a great emphasis on mature entry, not limited by A levels, and on foundation and bridging courses as necessary. Hence, too, the importance of counselling and guidance, because the prime necessity is motivation and confidence comes from knowing how to thread a path through a complex system.



Phillip Whitehead MP chairman of Labour Party higher education study group

It is, of course, the complexity of the system which the Labour document highlights as it seeks to break down barriers between education and training, between higher, further and adult education, and full and part-time study.

One way of looking at the report is to see it as an attempt to breathe life into Option E – the fifth of the possible ways of coping with the impact of a falling population on the universities discussed in 1978, in the DES Brown Paper on *Higher Education into the Nineties*.

But whereas that seemed to be about calling in a new world of hitherto unreached students to make good the demographic losses of the traditional entry, this is a much more radical assault on the old order and all its elitism.

The credibility of the whole exercise turns on (among other things) the costs, and the absence of any costings grotly diminishes the conviction which this paper is likely to carry. Much attention is given to student support which would be greatly extended to give a much wider range of students the kind of maintenance now guaranteed only for those entitled to mandatory awards. Even better grants are envisaged for adult students.

Of course, the cost would depend on numbers, and the report is silent on numbers and rates of growth. For some candidates, support as a student would replace some other form of social benefit and might offset expenditure by the MSC, but whichever way you look at it, the sums would be great enough to make the boldest Chancellor blench.

As to the cost of providing the wider range of higher, further and adult education, this, too, would depend on the particular mix between full and part-time, and how far some of the "new" students were accommodated at the expense of the old. There is a hint of this:

> 'Resources must be reallocated within post-school education as a whole in favour of those institutions which provide increased opportunities for the priority groups which we have identified and which serve the needs of their local community and to provide financial support for many students on courses which have not previously attracted an award'

And here's the rub. If the universities and polytechnics are to be starved of resources for their hitherto regular clientele, the pressure on what could be called conventional courses will become even greater, and as the report notes, in such circumstances the universities and polytechnics are likely to become even more elitist, not less.

It is not clear that this can simply be countered by introducing a separate and special entry from among those without conventional A level qualifications, mature students, part-timers and so on. In practice, there are not just two groups, the presently qualified and the rest: there is a continuum which runs from the cleverest, multi-A grade, A level candidate through the moderately-well and moderately-ill qualified, fairly young, fairly old, fairly privileged, fairly deprived. . .

To do them justice, the authors are never so naive as to suggest it can be done without extra resources: on the other hand, they are certainly naive in their boundless faith that unlimited extra money can be forthcoming.

To try to broaden the base of post-secondary education, however, must be right. This is a clear-cut point of difference between Labour and the Conservatives. The Thatcherites have abandoned the increase in the age participation rate as a social aim, and have regarded adult education as totally expendable.

Without long-term hopes of expansion in higher education it is difficult to see how the open society can flourish. But this doesn't mean that there is any simple or quick way to redress the social imbalance.

It is not clear that it is possible to motivate more working class candidates without also motivating more of the marginal middle class group. This, after all, is what has happened in every phase of expansion so far and, though the report recognises the danger, it is not clear that Labour's notions of positive discrimination are sufficient to do the trick – nor yet, that there is the degree of discriminatory social commitment to ride out the indignation which would be caused by excluding the next tranche of middle-class candidates in favour of other, on the face of it less well-qualified, students.

NO COMMENT

"State *three* things that a living rabbit does that a toy rabbit cannot do."
From the South Western Examinations Board CSE biology paper, May 1982.

PLATFORM

Bernard Barker argues against Mary Warnock's suggestion that schools should encourage pupils to develop the moral virtues sought by employers.

Why our belief in self-help can be a serious hindrance

Mary Warnock (*TES*, July 30) raises the question of the age. Why do children succeed when they do? The suggestion is that qualities of character displayed by individuals are more vital than social factors – social intervention will not make children good".

She argues that moral education will give employers what they want while sociology can only offer excuses for failure. Schools "have it duty to teach . . . these virtues", specified by a Ford manager as "self-respect and motivation . . . tenacity, flexibility".

Meritocratic individualism is the principle underlying the critique of schools offered consistently and tenaciously since the Black Paper days by a variety of educational experts from Rhodes Boyson and James Callaghan to the CBI and now Mary Warnock. There is nothing new about question-begging, particularly with intractable social issues, but it is a mark of our despair that so many able men and women should so persistently clutch at the straw of self-help.

The assertion that moral virtue leads to riches on earth as well as in heaven is an ancient Christian tenet in urgent need of evidence. Were the impoverished handloom weavers deficient in virtue or hard work? Did the Luddites lack enterprise or determination?

Samuel Smiles adopted an anecdotal approach to this problem. Almost systematic enough for science. He paraded one engineer, entrepreneur or inventor after another to demonstrate that self-help, thrift, energy and the rest enabled humble men to transcend their origins to create the "workshop of the world". Brindley and Watt were the mega-units of mid-Victorian individualism.

Unfortunately, even parables have to be investigated if they are to be used to explain economic history. How can the causes of success be established without detailed scien-

tific inquiry? Could such a study be conducted without the very social science so despised by the descendants of nineteenth century individualism?

The great difficulty for the individualist hypothesis is the enormous volume of research into the origins and nature of the "First Industrial Revolution". Mono-causal explanations whether based on merit rewarded or low interest rates or even expanding overseas markets no longer satisfy the economic historian.

Britain's success, like any other great change, depended on the confluence of many favourable circumstances. Individuals played a part, of course. The forces of history do not invent spinning wheels or engines. But can it be supposed that without Watt there would have been no steam engine? Indeed, the evidence is that the defence of his patent slowed subsequent innovation.

There is a danger in this backward-looking search for the secret of success, fastening perhaps on Adam Smith or Samuel Smiles, the individualists forget that history teaches us too much for it to be useful to the present. The Third World leaders who studied the Industrial Revolution at British or American universities are, even now, piecing together the ruins of economies that should have "taken off".

There is tautology as well as oversimplification here. Mary Warnock remarks that "we all know, in the case of our own children . . . that qualities of character do make a vast difference to life-chances". Virtues can be invented afterwards to fit the achievement.

A pupil who succeeds at examinations is hard-working and/or intelligent. But suppose those who fail examinations are also hard-working, painstaking, motivated or flexible? Perhaps beetles can fly because they are black. Sweat and purity may or may not lead to a good idea but can moral improvement compensate for being born in the wrong place with the wrong set of assumptions (e.g. Calvinism, Marxism)?

The quite reasonable meritocratic suggestion that as our society is open and mobile talent will naturally transcend its environment is based on a simple mistake. Talent is no more a single, fixed, definable quality than is success itself. Ability and achievement are infinitely and independently variable, deeply subject to the vagaries of social and institutional pressure or prejudice.

The very word *merit* suggests something of its subjective character, implying that human qualities have to be discerned and approved by others and may be exercised only in a social setting. This is why the attempt to distinguish character and virtue from a wider social and cultural context is doomed to failure and is logically fallacious.

Mary Warnock's further point, that ". . . even if we got the academic curriculum absolutely right . . . it would not solve the problem" sets another trap. She is asking teachers to foster moral qualities in general, not in relation to a particular task or a child's perception of that task.

If pupils do not listen can they learn tenacity? Can listening be taught? Is it a moral quality? Or should teachers concentrate instead on teaching English, history or mathematics as well as they can, knowing that virtue follows interest and a degree of success?

Perhaps the gravest weakness in the individualist critique of school is the lack of evidence for the miscellaneous vague allegations made year by year. No wonder social science is so scorned. Since the first Black Paper the complaints have been such that any rejoinder could be met by further criticism.

If more children are passing more examinations than ever before, it must be because the papers are easier or the sheer numbers have diluted standards. If British industry is unsuccessful, it must be because teachers fail to inculcate the profit motive.

On the other hand economics is part of an over-crowded curriculum; basic subjects should come first. The needs of industry, particularly engineering industry, have been neglected by "ivory tower academics" but the number of vacancies (either as apprentices or operatives) in manufacturing have slumped to almost nothing.

While business is in the mood to swing its double-edged sword, it is unlikely that schools will succeed in answering this latest worry. Should a teacher point out that the troops who gave their lives in the Falklands went to the same schools as young people now alleged to lack self-respect and tenacity there would be an instant outcry. National Service or Outward Bound for the pampered products of our comprehensives!

With even the APU agreeing that measuring personal and social development would raise very real difficulties it would be a brave man who tried to prove that there is much to admire in the character of unemployed school leavers. "Everyone knows" there are jobs in plenty for the "right" people, after all.

The individualists have worked hard to scapegoat schools, comprehensive schools in particular, for the failures of the economy. Yet as the dole queues lengthen and the bankruptcies grow more numerous, it must surely be recognized that the contribution of the present generation of youngsters to these desperate circumstances is small indeed.

You cannot go on blaming badly filled-in application forms for the level of unemployment. Did our long lamented decline begin with poor spelling? Economic problems can only be solved by economic management and the individualists are in danger of highlighting the limits of moral evangelism.

Bernard Barker is headmaster of Stanground School, Peterborough.

NEWS

Poly intakes may rise despite cuts

by Biddy Passmore

Polytechnics are expecting to admit more students this year than last, even though some have tried to reduce their intake because of spending cuts and the imposition of student targets by their local education authority.

If numbers rise again, after last year's unplanned increase of 9,000 new undergraduates, the polytechnics will be storing up trouble for themselves next year, when the course cuts to be implemented by the new National Advisory Body start to take effect.

Applications were up by between 30 and 50 per cent this year over last, and most institutions appear to have made about 20 per cent more offers.

However, it is still impossible to tell if admissions will actually rise because many students have covered their bets by making multiple applications to universities and several polytechnics. It is too soon after A levels to say which they will accept.

"Many may think that because they have had more applications and made more offers than last year, there are going to be more students", commented Mr Mike Millar, academic registrar of the Polytechnic of Central London.

"But we can't tell until they turn up on our doorstep at the start of term."

He emphasized that many applications to PCL had come in before Christmas, at the same time as candidates apply to university, and were in traditional "university subjects" such as English and history.

The polytechnic simply could not afford to take in more students this year than last, he said, because, like the others run by the inner London Education Authority, it was on level funding and the intake had risen by 22 per cent last autumn. But it would admit as many students as possible.

Other polytechnic spokesmen were less sanguine about their prospects of keeping numbers down. At Sheffield Polytechnic, which had planned to cut its intake by more than 200, the possible increase was thought to be substantial. A spokesman said: "If we make offers and the candidate meets them, we've got to take them in."

At Oxford Polytechnic, where the local authority has set a limit on total enrolments, the problem appears to have been avoided by demanding higher grades.

What's all this, then?

Children who get lost in a community school which is opening next month in Essex won't have far to go to ask the way – there is a police station on the site.

Both school and police office are part of a £2.1m purpose-built community centre opening today in the riverside town of South Woodham Ferrers.

Superintendent Robin Blackmore, of Chelmsford police, said the new premises – necessary because the town has grown from a population of 4,000 to 10,000 – would help the police with their schools liaison programme.

One relief for pupils: "There won't be any cells in the police office or an outward deterrent for bad behaviour in the classroom", a county council spokesman said. "It is just an extension of facilities for the arm of the law."

New lease of life: Mr Simon Shirley, a teacher, is one of a group of parents who plan to reopen Tarrant Keynston village school in Dorset, closed down in the sixties because it was uneconomical to run. Already 50 pupils are on the register for September. Mrs Sarah Burnett, one of the parents involved, says the school is to be run on the Waldorf system of education, which places emphasis on the development of the individual child. Parents unable to pay the school fees of £50 a month will be asked to help decorate the school.

Church denies overspending

by Bert Lodge

The Church of England this week rejected a DES accusation that its 2,400 aided schools were spending too much on repairs and improvements.

A letter earlier this month to governors of aided schools of all denominations from the department warned that if applications for aid continued at the same rate as that for July, this year's £2m budget would be exceeded by 200 per cent.

Since 1975 aided and special agreement schools have been entitled to an 85 per cent grant from the DES towards the cost of repairs and improvements. Last year an agreement was reached with the voluntary sector that for repairs likely to cost more than £5,000 they should seek prior approval.

Dr Geoffrey Duncan, Church of England schools officer, said he was not convinced the DES had established a case that the recent rate of expenditure had been unreasonably high.

"There appears to be no proper analysis of the cause of expenditure levels in recent months."

Welsh colleges escape lightly

Welsh colleges are to have their 1983 teacher training targets reduced by only 29, according to government figures announced today, writes Patricia Santinelli of *The TIMES*.

This contrasts with the cut of 1,450 places announced this month in English colleges, which will lead to the end of teacher training in 14 and threaten the closure of at least five.

The heavy emphasis on primary training in the Welsh institutions is the reason they have escaped so lightly.

The six colleges, Bangor Normal, South Glamorgan Institute, Trinity College, Gwent College, West Glamorgan Institute and the North-East Wales Institute of Higher Education, are to have their current total teacher training targets cut from 715 to 686.

Three A levels for prince

Prince Edward, aged 18, passed the three A levels he took in English literature, history and economic and political studies at Gordonstoun this summer, Buckingham Palace announced this week.

Belt case damages reply

The British Government's reply to the claim for damages against the Government by the two Scottish mothers in the Strasbourg belting case has been sent to the European Commission on Human Rights.

Mrs Grace Campbell, of Bishopbriggs, and Mrs Jane Cosans, of Cowdenbeath, are claiming moral damages and legal costs from the Government. In February the commission found that it had violated their philosophical convictions by refusing to guarantee that their children would not be subjected to corporal punishment, under the European Convention of Human Rights to which Britain is a signatory.

The next step will be for the commission to try to effect a "friendly settlement" between the parties. If that fails, the Court of Human Rights will have to decide how much damages should be awarded.

The Government's response to the Strasbourg judgment on corporal punishment looks like being delayed...

TES has moved

The address of The Times Educational Supplement is now: Priory House, St John's Lane, London EC1M 4BX. Telephone 01-253 3000 Telex: 264971.

L.e.a. prepares to obey Sir Keith over parent choice

by Sarah Bayliss and Biddy Passmore

Conservative leaders in Solihull were to meet senior officers yesterday to decide whether to obey a command from the Department of Education to supply information about five cases of school choice where the parents have complained to Sir Keith Joseph, the Education Secretary.

So far, the authority has refused to send details of the cases, which were rejected by the local appeal committee. It has maintained that, since the committee's decision is legally binding on them under the new Education Act, Sir Keith has no role to play in the matter. But its leaders seemed likely to change their tune after a stiff letter from the DES last week threatened to compel them by law if they failed to send the information by today.

Meanwhile, DES officials are working behind the scenes on other cases where children in the non-selective part of an authority were refused permission to sit the 11-plus for selective schools in another part. Sir Keith considers this to be in breach of the new Act and officials have been exerting pressure to persuade the councils concerned to let the children sit the exam.

Confusion over the working of the nwe appeals procedure has been clarified for councils by a circular letter from the two local authority associations sent out after a recent meeting with officials at the DES.

This makes it clear that Sir Keith has no intention of conducting a second appeal and that mere dissatisfaction on the parent part with the school allocated does not constitute sufficient grounds for a complaint to him. He can only intervene, under the 1944 Act, where the authority has acted unreasonably or failed to discharge a legal duty.

The letter gives three examples of cases where the Education Secretary might uphold a complaint: where the authority had withheld or given inaccurate information to the appeal committee; where its published admissions policy conflicted with the parent's right to express a preference under Section 6 of the new Act; or where the decision had been based on that policy or on a practice inconsistent with its published information.

Only a handful of the 114 cases which have gone to the Education Secretary are expected to fall into any of these categories. As *The TES* went to press, 28 sets of parents had already been notified of their lack of success.

NEWS

Chief officers gain arbitration on 14 per cent pay claim

by Sarah Bayliss

A pay claim affecting the salaries of senior officers in local government, 1,200 of whom work in education departments.

The claim, which was due on July 1, is for a 14 per cent increase. The employers' side has offered 5 per cent.

It covers the pay of about 4,000 senior officers in local government, 1,200 of whom work in education departments.

At the last meeting of the Joint National Council which negotiates pay and conditions, the employers requested that any move towards arbitration should be shelved until junior officers' pay – currently being considered by an arbitration panel – was settled.

That settlement for administrative, professional, technical and clerical grades concerns a claim of 9.4 per cent and an employers' offer of 5.25 per cent.

But the staff side of the JNC refused to wait and invoked its right to go to arbitration unilaterally.

"We felt it would be unsatisfactory to leave such an important matter lying on the table. Payment is already overdue," said Mr John Barnes, chief education officer for Salford and secretary of the Association of Education Officers – the negotiating wing of the Society of Education Officers.

Mr Barnes said the 14 per cent claim was based broadly on the recent award to top civil servants. Initially, officers had asked for a "substantial increase" but that was translated into a firm figure after the employers had requested one.

He said the claim was reasonable because chief officers pay had fallen behind other public service workers in recent years. Senior education officers were now sometimes earning less than the heads and principals of schools and colleges.

Membership of the arbitration panel has not yet been agreed and a settlement was not expected for at least six weeks.

Mr John Lovill, chairman of the JNC employers' side and Conservative leader of the Association of County Councils, described the 14 per cent claim as "extreme" especially since local government had a 4 per cent cash limit on pay this year.

The awards to the police and firemen were, he said, fulfilling previous promises. The arbitrators in this case should pay heed to the 6 per cent award to teachers. "It would be unthinkable, immoral even, for us to contemplate paying more than twice what we've paid to others," he said.

The officers' side had referred to the award for top civil servants and were seeking parity. But this award had applied to under-secretary level and the vast majority of local government officers were not at that level.

He understood the argument that some education officers earned less than headteachers in their own authorities but it was a fact they would have to accept. "In all institutions, public and private, you can find skilled workers earning more than their bosses."

Meanwhile, attempts to establish a new negotiating machinery for all chief officers in local government have run into further difficulties.

Employers and employees have agreed a new system should be devised and a draft constitution has been approved. However, the white collar union Nalgo wants most of the seats available – something which the professional officers associations, including the AEO, are resisting.

The fate of this handicapped youngster's adventure playground in the grounds of Chelsea Rectory hung in the balance this week as a deal under which the land would be sold along with the house awaited the final approval of the Church Commissioners. The London Diocese of the Church of England has already been attacked by local residents for proposing the sale and the Church Commissioners said this week that they could only approve the deal if "several church parties", including the Bishop of London, the Right Rev. Graham Leonard, were happy with it.

OU denies that applicants put off by paperwork

A suggestion that too much form-filling was causing an increasing number of students to turn down offers of an Open University place was rejected this week by the university admissions office.

This year, a record 43 per cent of initial applicants have turned down a place for February, 1983. The figure last year was 38 per cent and in 1980 it was 25 per cent. About 45,000 applications have been received for the 24,500 places annually offered and the university still expects to fill them, but the refusal rate is worrying because its annual grant from the Government is based on student numbers.

Mr Sam Crooks, undergraduate admissions officer, said that the possibility that the admission procedure was too difficult was considered, and formed a question in last year's annual enquiry into why people turned down a place.

"The numbers replying yes were infinitessimal – a mere 0.22 per cent," he said.

Dr David Sewart, director of the OU north-west region, who had suggested in the university's newspaper *Sesame*, this month that the material sent to people offered a place was too complicated, said this week that he had more in mind the system for collecting and payment of fees.

Mr David Gallon, acting director of the London region, pointed out that the profusion of forms was the consequence of the OU doing all it could to help potential students.

All change

Regulations governing the number of children that can be taken on school buses may be reviewed. The Department of Transport has written to local authority associations asking if a rule known as the "three for two" rule whereby three children under 15 can occupy two seats should be reviewed for safety reasons.

Teachers favour sixth-form colleges

The report concerning the reorganization of Liverpool's Roman Catholic secondary schools (TES August 20) which stated that a "small minority" in the Catholic Teachers Association was in favour of sixth form colleges should have read "small majority".

All adults should have access to universities, document says

Labour aims welcomed but feasibility in doubt

Labour's leaked proposals to extend educational opportunities to all over 18 have been greeted with a mixture of enthusiasm for their aims and scepticism about their practicality.

At the heart of the plans is a scheme to give all adults the right to up to one year's education and a change in admissions procedures so that the universities would no longer be the almost exclusive preserve of 18-year-olds with two A levels.

This week, many people in the higher education world applauded the principle of opening up access to courses to more students without conventional qualifications – although spokesmen for both the university and polytechnic sectors said they were already doing much of what the document recommends. But they emphasized the huge cost of implementing the proposals in full, and worried about the possible effect on standards.

The 70-page discussion document, called *Education after 18 – Expansion with Change* was to be discussed by the party's education sub-committee yesterday. It was drawn up by a working group chaired by Mr Phillip Whitehead MP, Labour's higher education spokesman, and including Mr Neil Kinnock, chief opposition spokesman, Professor Tessa Blackstone of London University's Institute of Education, and Mrs Stella Greenall, former adviser to Mrs Shirley Williams when she was Education Secretary.

The plans envisage a two-stage progression towards a general right to education after 18. In the first, improvements would be made to the existing system of course provision and financial support. Mandatory grants would be extended to cover designated non-advanced courses, tuition fees would be abolished and students on part-time and short courses would receive help with travel and other costs. The parental contribution would be ended and the full amount paid direct to students, with the cost recouped through the tax system.

Paid educational leave would be backed by a new legal duty on employers to set up workplace education and training committees to negotiate its terms and conditions. For study which was not related to work, there would be a statutory right to unpaid educational leave of a minimum of four weeks a year, which could be accumulated.

These reforms would pave the way for the second stage: an adult educational entitlement of up to one (36-week) year of tuition, open to all over 18 who had not gone on from school to full-time further education. No formal academic qualification would be needed to take up this entitlement, which could be used either in short courses or full or part-time study.

All higher education institutions would have to review their admissions requirements, to broaden them beyond the present A level criteria, and would have to mount conversion or preparatory courses where necessary.

Oxford and Cambridge would not be exempt from these demands. Condemned for the high proportion of private school pupils they admit and described as a "major cancer in the educational system", they must make three changes, the document says: end the seventh term entrance examination, increase the number of "matriculation offers", and introduce special foundation courses for those without conventional qualifications.

If they failed to comply, "the we would have no option but to institute a Commission of Inquiry to examine the whole principle of college autonomy and the Oxford and Cambridge Act 1877, with a view to its amendment".

The document concedes, however, that a universal system "does not mean that all institutions will be similar or that there will be no academic criteria for admissions in respect of some courses".

The plan to change the strict entry requirements of Oxbridge and other universities was immediately denounced by Dr Rhodes Boyson, junior education minister. Labour's compulsory comprehensive policy had already lowered academic standards in many schools, he claimed. "It is now attempting to cover up the damage it has caused by tampering with the minimum standards of university entry and by an attack on two of our most distinguished universities."

Dr Peter Judge, director of Oxford University's Department of Educational Studies, also gave a warning that widening access to universities could end in diluting standards, and said he favoured a quota system for mature entrants.

In fact, polytechnics and (to a lesser extent) universities, are already admitting an increasing proportion of mature students, and many make great efforts to attract those without conventional qualifications. In 1980, just under 10 per cent of new university students did not have two A levels. Most of these had equivalent qualifications like those of the Business and Technician Education Councils, but some had no formal qualifications.

In the polytechnics, nearly a third of the new home students admitted to first degrees in 1980 were over 21, although it is not clear what proportion had no formal qualifications.

Labour admits that meeting the cost of its plans will involve "considerable public expenditure" but says this must be set against the costs of keeping people on the dole, and of not training adults to cope with technological advance.

The document suggests four ways of paying for the proposed entitlement: a system of educational insurance like that used for the National Health Service; a payroll tax; under which businesses would pay into a common fund for education and training purposes; negative income tax, which would replace tax allowances with cash benefits below a certain income level; and loans.

Loans are firmly rejected as objectionable in principle, and costly and difficult to administer.

Mr Kinnock told *The TES*: "We want to allocate significantly more funds to this sector and we are committed to restoring the 'for' cuts, but we don't simply want to reconstruct the edifice as it was in 1979".

However, the document is not expected to undergo any substantial changes in its progress through the party's committees structure. Its bare bones have already been approved and were inserted into Labour's Programme 1982. After discussion in the education subcommittee, the draft document will go to the full National Executive Committee next month and a motion summarising the policy will almost certainly be debated – and approved – at the Party Conference.

Biddy Passmore

NEWS

More flexible FE-school staff links are urged

by Bert Lodge

A new teacher qualification allowing staff movement both ways between schools and further education colleges is called for this week by the Polytechnic Council for the Education of Teachers.

Responding to government proposals published in May that a teacher's qualification in future should be limited to teaching certain subjects to certain age groups, the council concedes there may be something in the idea, provided it is a little more flexible. This could be achieved by the concept of major and minor subjects in a teacher's qualification.

The rigidity of the original proposal could also be lessened by giving teachers qualifications to teach subject areas, such as science, technical subjects or linguistics, rather than single subjects.

Allowing the age ranges to overlap – for instance, pre-school to nine, five to 11, seven to 13, or 11 upwards – would allow further flexibility.

The council, representing 22 polytechnic education departments, recognizes that England and Wales are among the last developed countries in which qualified status is granted without limitation of age range or subject. "This fact alone makes it appropriate to consider whether a practice which dates back to an earlier period of educational history and which is now almost unique in the developed world is appropriate to the needs of the 1980s and 1990s."

But the system does have the value of flexibility through local management discretion, PCET feels. It also allows curriculum innovation through the introduction of integrated or interdisciplinary courses.

Qualified teachers can at present work in further education but FE lecturers are barred from schools unless specially recruited by the local education authority for shortage subjects.

"This distinction is invidious in a number of ways and changes in the education of the 16-plus range make the distinction today more or less untenable."

Conversion courses should be instituted to enable teachers to move from schools to FE and vice versa. They could also enable teachers to extend their subject range.

● Lack of flexibility in establishing a qualified teacher status could be extremely harmful to the country's middle schools, a teachers' union claimed this week.

The Professional Association of Teachers, in its comments on the DES paper, says that the present proposals will divide primary and secondary teachers.

It adds: "One of the most interesting and useful developments in the English education system has been the cross-fertilization between the primary and secondary sectors.

"This has been very beneficial to the education service, especially where skills developed in the primary sector on the teaching of reading and other basic skills have been used to great effect with slow learners in the secondary sector."

It concludes: "Lack of flexibility in qualified teacher status could be extremely harmful to existing middle schools."

TUC urged to condemn training closures

Course cuts bring fear of secondary staff shortage

by Richard Garner

The TUC conference will be urged to condemn Government moves to cease teacher training courses at 16 colleges – announced two weeks ago.

The issue will be raised by the National Association of Teachers in Further and Higher Education in an emergency amendment to be taken during the conference's education debate.

The conference, which is being held in Brighton during the first week of September, will be told that the Government's decision to reduce the number of places for secondary teachers will limit educational opportunities and "mean that by the end of the decade the teacher training system will be unable to meet the rising demand for secondary school teachers".

NATFHE is also adding another amendment to the main education debate, condemning moves by the Government to centralize the form and content of education and to "undermine democratic procedures".

In addition, the National and Local Government Officers' Association is tabling an amendment at the conference which calls for a major overhaul of the present rating system.

It is urging the introduction of a system of local income tax as a supplement to rates and calling for the active involvement of the trade union movement in the consultative stage of the rate support grant deliberations.

Meanwhile, the engineering section of the Amalgamated Union of Engineering Workers has tabled an amendment to be heard during the industrial training debate claiming that youth unemployment was one of the main reasons behind the inner city riots last year.

It calls for immediate government action to provide industrial training programmes for all 16-to-19-year-olds at trade union rates with extended facilities to help them serve a full apprenticeship.

Picture: Mike Abrahams/Network

Having a ball: Youngsters dive into lightweight balls at Gingerbread Corner, a play centre in Croydon, Surrey, which looks after 100 primary school children while their parents are at work.

The centre is based in a redundant school building which is being renovated by the local branch of Gingerbread, the self-help group for one-parent families, with the aid of a grant from the council.

During the term, children are collected in three mini-buses from 18 schools at the end of the day. During school holidays, parents deliver their children at 8.30 am and collect them after work.

NUT insurers clinch deal

The Teachers' Provident Society, the insurance wing of the National Union of Teachers, has just clinched its biggest commercial deal by purchasing a new shops and offices complex in Royston, Hertfordshire.

The TPS, which provides insurance facilities for NUT members, their wives and children, has paid £870,000 for the two-year-old development.

The society now has funds in excess of £20 million, invested three ways – in property, in government stock and in ordinary stocks.

The new development comprises a supermarket, sweet shop and tobacconist, gift shop, chemist, a wine store and offices.

NEWS

A sound idea which did not work – i.t.a. director

by Margaret Prosser

The Initial Teaching Alphabet has proved a costly mistake that has held back the cause of simplified spelling, says the education professor who directed the i.t.a. experiment in British schools 20 years ago.

Professor John Downing told *The TES* that "prejudice" had cut the number of primary schools using i.t.a. from 10 per cent at the time of the Bullock Report to a mere 280 today. As a result, he claims, the number of pupils in remedial classes has soared and committed i.t.a. teachers had been forced to set up their own protection society, the i.t.a. federation.

"Our research programme showed without a doubt that by using i.t.a. remedial classes could be cut by 50 per cent," Professor Downing said. But the very people who revolutionized our infant schools in the 1960s, and turned them into some of the finest schools thought that i.t.a. was unnatural."

Now professor of education at the University of Victoria, British Columbia, John Downing's work is almost wholly concerned with the psychology of reading. But he has recently underlined his commitment to spelling reform by taking on the presidency of the small and unfashionable Simplified Spelling Society whose 100-strong membership is fairly evenly divided between academics and practising remedial teachers.

In 1960 when Professor Downing set up the i.t.a. experiment involving more than 200 schools, the Simplified Spelling Society had already celebrated its 50th anniversary. And in response to gibes from those who argued that it was useless to press for spelling reforms without being explicit about the method, had produced "New Spelling", a system based on the conventional alphabet. But Professor Downing was unaware of that.

Appointed from Unilever to head the i.t.a. research programme, he felt he had been chosen partly because of his neutrality on spelling reform. The neutrality, however, carried the parallel disadvantage of leaving him unaware of possible alternatives to i.t.a., he says.

He should not have used its. We should have gone for a system based on the regular

Former Education Minister, Mr Patrick Gordon-Walker, was an enthusiastic advocate of i.t.a. in the early years of the experiment.

PRIMARY & PRE-SCHOOL

alphabet," he says. "The reading research programme was set up to test the proposition that English spelling reform was necessary to prevent reading difficulties.

"There was a lot of pressure to use i.t.a. and I was happy to do so. We should have used something like New Spelling for example. We've paid for the mistake of using i.t.a."

At the time none of those concerned in the research would have described i.t.a. as anything other than a startling success.

"I became convinced by the end of the second year of research – by then it was already quite clear that i.t.a. children were progressing much faster," he said. "I would never knock i.t.a. It brought marvellous results but attitudes have prevented its continued use."

It is the number of symbols – 44 – which make up the initial teaching alphabet which Professor Downing feels sets up huge barriers of resistance from parents and printers. He believes a further disadvantage is the length of time teachers have felt they should use it with their children and that it has now become clear that three months is the most effective time-scale. And although he sees the i.t.a. Federation, set up in 1978, as having "stopped the rot", he thinks i.t.a. is unlikely ever to become popular again.

Professor Downing backs the view of Federation secretary, Jessie Linton, that the parents of the 1970s were never given the informed publicity handed out to the generation before them, thus allowing the prejudice to increase and i.e.a. support, where it was not actively withdrawn, to go by default.

So where to next? To an outsider the Simplified Spelling Society presents a curiously passive image in view of the fact that half its membership consists of remedial teachers faced with the daunting daily task of sorting out confusion over the lack of sound/spelling correspondences in the English language.

That the society has made so little practical impact, is largerly, Professor Downing believes, a reflection of the other half of the membership – academics from linguistic disciplines who tend to be diffident about self-publicity. Much of the work goes on therefore behind the scenes – building up information and quietly pushing and encouraging people with power to bring about change.

In fact Professor Downing heads the evolutionary stance now adopted by the society. "New Spelling" has been put in mothballs and the society has steered away from advocating any one particular spelling reform. Instead it endorses all small and gradual reforms – such as altering ph to f – and also aims to foster more widespread interest in simplifying spelling.

Courses

Village schools up for sale

by Nick Wood

As councils react to falling rolls and spending cuts, the humble village school, complete with outsize grounds and undersized loos, is increasingly finding itself up for sale.

Latest DES figures bear out the trend. In 1980, primary school closures stood at 83, a fairly typical tally for the late 1970s. But last year, Sir Keith Joseph, the Education Secretary, sanctioned the demise of 183.

Mr John Herring, of Durham County Council's estates department has three buildings on his books – enticing prospects for the teacher who likes taking his work home with him.

One of them is in Pickering Nook. In a small village on the Gateshead to Consett road, Mr Herring reckons it will take a bid of just £50,000 to pick up the school, a solid Victorian creation of stone and slate, and the adjoining caretaker's house.

For that money the buyer will get four classrooms, a staff room, a small kitchen and two cloakrooms. Gas-fired central heating adds a touch of luxury.

Several hundred miles away in Dorset, Mr Douglas Morris, educational officer for the Salisbury diocese, also finds himself in the unhappy situation of selling off schools. Since 1964 the number of voluntary aided Church of England primary schools in Dorset has fallen from 77 to 48 and from 53 to 39 in Wiltshire.

A graph in his office measures the schools "slow decline". More cheerful is their reincarnation as, for instance, a restaurant and tearoom, an educational field study centre, a garage and, most poignantly, a sausage factory.

Flushing out the facts

Primary pupils in Hertfordshire have been filmed going in and out of the school lavatories – in an effort to find out how many should be provided.

Researchers from the government-funded Building Research Establishment set up cine-cameras outside the lavatory doors in seven Hertfordshire primary schools for an hour a day for eight days.

They accepted that though the demand varies considerably from school to school, on average most primary schools need fewer washbasins and lavatories than the building regulations require.

A basis for the revision of scales for ordinary accommodation in schools, by P.J. Davidson, BRE Information Paper 10/82, Garston, Watford WD2 7JR.

People

Sir Hermann Bondi, aged 62, who is professor of mathematics at King's College, London, and chairman of the Natural Environment Research Council, has been appointed to the Mastership of Churchill College, Cambridge, in succession to Sir William Hawthorne who will be retiring on July 31, 1983.

Newcastle upon Tyne Education Committee has appointed the following head teachers: Mrs M J Hickey to St Albans's R C primary; Mrs W Warcup to Cheviot first school; Mrs K B Gilbert to Throckley middle school; Mrs V Gragie to Linhope first school; Miss V I Hay to Throckley first school; Mrs F Ossleton to Regent Farm first school; Mr R W Thornton to Cheyside middle school; Mr D Jones to Denton Park middle school; Mrs K E Davison to English Martyrs RC primary school; Mr P Illingworth to Heaton/Manor Park comprehensive merger; and Mr B Thexton to Slatyford/John Marlay comprehensive merger.

Miss Patricia Burdock has been appointed head of St Lawrence RC primary school, Feltham, Middlesex. At present she is deputy head of the Pound Hill first school, Crawley.

Mr Philip Dryer, aged 50, has been appointed head of Old Palace primary school, St Leonard's Street, Bow, London. He has taught at the school since 1970 and been deputy head for the past seven years. He has also worked as a taxi-driver and GPO technician.

Philip Dryer

Mr Brian Fitzgerald, aged 31, has been appointed head of English Martyrs' RC primary school, St Mark's Street, Stepney, London. He is at present acting head of St Mary and St Michael RC junior school, Sutton Street, Stepney.

Mr Dick Cooper, aged 36, is the new head of Fircroft primary school, Tooting. He has been on secondment to the Inner London Education Authority's Research and Statistics Group for the past two years to work on a study on the influence of school on junior children.

University College, University of London, has announced the following appointments in the Faculty of Laws: **Professor W L Twining** has been appointed to the Quain chair of jurisprudence, and **Professor B A Hepple** to the chair of English law. Professor Twining is at present professor of law at the University of Warwick. Professor Hepple is a chairman of an industrial tribunal and was Professor of Law at the University of Kent at Canterbury. **Professor J L Jowell** who holds the chair in public law at University College London has been appointed head of the department of laws in succession to Professor Lord Lloyd of Hampstead who is retiring on September 30.

Dr John F A Sawyer has been appointed to a personal professorship in Old Testament language and literature at the University of Newcastle upon Tyne. He has been Reader and Head of the Department of Religious Studies at the university.

NEWS

Unemployment among school leavers now tops 300,000

School leaver unemployment has gone over the 300,000 mark for the first time ever. The August figures, published by the Department of Employment, show that 306,000 school leavers were registered as out of work, leaving aside thousands of other young people on special training schemes.

This record figure is an increase of 28,000 on August last year, though it conceals the fact that this year many leavers appear to have delayed registering.

In all previous years the biggest bulge in the young jobless total was in July, and the figure normally declined in August. Last year there were 286,000 school leavers out of work in July, and 278,000 a month later. This year, however, there was a tiny rise – about 2,000 – between July and August.

SCHOOL TO WORK

These statistics exclude more than 400,000 people on various temporary government schemes, the majority of whom are young. Last month, 210,000 young people were on the Youth Opportunities Programme, and another 84,000 on the young workers scheme – introduced this year.

The only hopeful sign is that there was a slight increase in the number of vacancies compared with August last year.

Jobs scheme faces boycott

Voluntary organizations in London and Merseyside are planning to boycott the Government's new Community Programme Scheme which is to replace the Community Enterprise Programme in October.

The scheme is designed to help the long-term unemployed but the voluntary organizations believe it is doomed to fail through underfinancing.

At present the CEP pays £89 a week for full-time jobs whereas the average wage costs of the new CPS will be £60 a week – and training costs will have to be included in this figure.

The CPS, unveiled last month by Mr Norman Tebbit, the Employment Secretary, is expected to increase the number on community work from the present level of 30,000 to 130,000.

However, voluntary organizations argue this can only be done by either employing cheap labour or providing part-time work.

TUC may lift ban on voluntary training

by Richard Garner

The TUC is moving towards lifting its ban on cooperation with voluntary training bodies in the wake of the Government's decision to dismantle the 16 statutory industrial training boards.

After a workshop had discussed the issue at a special TUC conference on industrial training on Tuesday, Mrs Marie Patterson, TUC representative on industrial training boards, said: "The TUC's defence of the training boards and its standing out against participation in voluntary arrangements was right – absolutely right at the time.

"However, it was generally agreed that, given the present circumstances, unions really must protect and expand their members' interests in training and that would mean participation to some extent in voluntary arrangements.

"As one person put it, essentially it is a question of horses for courses. If voluntary training bodies meet the criteria laid down by the TUC, they could be very valuable."

Mr Bill Keys, general secretary of SOGAT the printing union, who chaired the conference, added: "We cannot walk away from the question of training and indeed where the youth stand as far as the future is concerned."

Bill Keys

He said the issues raised by the conference would go before the TUC's education committee and its employment policy and organization committee before being discussed by the general council.

In an opening address to the conference, Mr Ken Graham, assistant general secretary of the TUC, said: "The general council don't depart from their view that voluntary arrangements are second best to statutory ones.

"But they recognize the grave dangers of an institutional vacuum and that unions must seek to represent the interests of their members in the best ways open to them."

Cheap rates at leisure centres

More than 60 per cent of town and city councils offer concessionary rates to unemployed youngsters and adults at their sports and leisure centres, according to a survey by the Association of Metropolitan Authorities on leisure facilities for the unemployed.

It found that most authorities try to encourage the unemployed to get involved in sport; more than one-third of authorities have cheap entrance fees at off-peak times, while one-fifth make no charge at all.

The survey was done following a request from the Trades Union Congress for information about facilities for people out of work. Its findings cover a wide range of activities including volleyball, yoga, cricket and fishing.

DHSS rethink over 21-hour benefits rule

The Department of Health and Social Security has modified its recent decision that unemployed school leavers will have to wait three months before they can do any part-time study and claim supplementary benefit.

An administrative memorandum sent by the Department of Education to all local authorities this week refers to new regulations issued by the DHSS in May covering the "21-hour rule" under which unemployed people can study part-time and claim supplementary benefit.

The rule originally caused confusion throughout the country and local branches of the DHSS interpreted it in different ways. Colleges were baffled about whether all the time spent in study or on college premises should be included.

The DES memorandum confirms that in future unemployed people of all ages will have to wait three months before they can take advantage of the 21-hour rule. But, as a concession, some study will be allowed.

For the first three months the right to supplementary benefit will not be lost provided time spent studying does not exceed 15 hours a week including private study.

However, during this waiting period students must be on a different course from that begun under the 21-hour rule, and it is up to local DHSS officials to decide in each case whether a student remains genuinely available for work.

The aim is to discourage students from claiming benefits when they have no intention of looking for a job.

The regulations also clarify what should be included when totting up the 21 hours. In future only the time students spend being taught or in supervised private study, or doing practicals or exams, will be counted. The time spent on meal breaks or on unsupervised study, whether at school, college or at home, will not be included.

10-year-olds invited to dig in

by Mark Jackson

Archaeologists have taken the unusual step of inviting young children to join a dig at one of London's most important sites.

Ten-year-olds would not normally be allowed on sites for fear of possible danger to themselves and of the risk of damage to the excavations.

But, in a pioneering move, archaeologists from the Museum of London are making complicated arrangements at their Thameside site at Billingsgate to enable the children to get involved in a dig without risk.

The team have created a simulated excavation on the edge of the dig specially for children. In it they have buried genuine antiquities, drawn from the museum's stock, for the children to discover.

The museum has invited groups of youngsters aged from 10 to 16 to spend mornings on the site, during which they will also record the activities of the team on the real dig, and handle and draw the objects they dig out themselves. The archaeologists will explain to them the importance of the site.

Although parties from schools are encouraged to visit the museum, the children are only being invited to the site as individuals. Up to 15 children at a time have been invited to spend a morning there.

NEWS

The super subs warm up

The phrase "the nearly man" often serves to describe the second-in-command of an organization.

So it might seem apt to apply the epithet to the two men who have just been appointed to the job of deputy general secretary of their respective teachers' organizations – Peter Smith and Nigel de Gruchy.

However, the phrase also carries with it the stigma of the Labour MP who never quite made it to Cabinet rank who was the "hero" of the television series of the same name.

In that respect, therefore, it would be wrong to apply the tag to either of these two men – who are both considerably younger than their bosses and must be looking for further advancement in the not too distant future.

The two men also have another similarity – both have been charged with putting over the public face of their respective organizations during the past few years, with Nigel de Gruchy dealing with press liaison for the National Association of Schoolmasters/Union of Women Teachers, and Peter Smith doing the same job for the Assistant Masters and Mistresses Association.

Both have done the job with considerable flair for picking the apt quotation for summing up a situation. Said Nigel: "My natural tendency is not exactly to exaggerate but to make the dull colourful."

For an official with the NAS/UWT, a union renowned for its "no nonsense" stand of favouring the retention of corporal punishment and for issuing instructions to its members during industrial dispute, Nigel, aged 39, has a surprisingly libertarian background.

Born and bred in the Channel Islands, he came to England in 1969 after studying French at the Sorbonne in 1968 – the year of the student riots.

"Foreign students taking French were the only ones taking examinations at that time," he said, "and we had to climb over the barricades to get in.

"I always thought the police handled those demonstrations in a silly way. Here, the police march with the demonstrations but there they say 'non', you can't have a demonstration' and stand in a row and block their way. It's just asking for trouble."

Nigel and his American wife, Judy, had planned to go to the United States to work after Nigel's year in Britain taking his PGCE. "However, I was advised – wrongly as it turned out afterwards – that I would have been eligible for the draft for Vietnam had I gone to America at that time and so we stayed in Britain," he said.

He started teaching at St Joseph's Academy in Lewisham – "it was a grammar school but now it's been electrocuted and gone comprehensive" – and he first became active in the union while teaching in London.

He brought up the subject of refusing to cover for absent colleagues – a "ban on ghosting" as it was called at the time – over the fact that two teachers had not been replaced at his school.

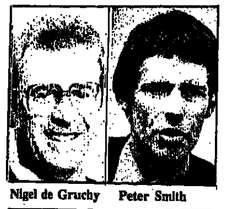
He was elected as London executive member and became honorary general secretary of the London association in 1975 before taking up a full-time union post as Assistant Secretary.

"I haven't missed the classroom one bit," he said. "I've missed the staff-room, though. I enjoyed my teaching in the school – particularly when the school was grammar."

Nigel describes himself as a "middle of the road extremist". "I would have liked to have been a politician but I couldn't find any political party with which I could identify" he said. "I like bits and pieces of all of them so I'm very neutral – extremely neutral, if you like.

"That suits the NAS/UWT, though. We're not party political."

His political baptism came during a pre-university spell of teaching in Spain in the early 1960s under the Franco regime. "I decided I wouldn't get myself put in prison," he said, "and that I'd shut up and not express political views. However, when I did talk to people freely I was surprised at the number of people who supported Franco. It was about fifty-fifty and most people saw it as a choice of Franco or communism."



Nigel de Gruchy Peter Smith

Profile

He says he will miss the chance of becoming NAS/UWT president through taking on a full-time union role – and this is one thing he regrets. "You have complete freedom of expression for an hour to express your own philosophy as president," he said.

"In my present job, my role is that of a super sub. You're on the sub's bench for most of the time but now and again you're called out on to the field and you hope to score a goal."

Nigel's appointment is likely to accentuate the policy differences between his organization and the National Union of Teachers. He says of them: "I would think there are substantial areas which we can unite on – local defence committees etc. But we've got some fundamental differences. We instruct the NUT urge."

By contrast, Peter Smith, who is aged 42 and married to the deputy head of a 14 to 18 school in Croydon, South London, started off his working life in banking – but soon became bored with that.

His first teaching job was in a "clapped out" grammar school in Battersea – an area of London to which he wns no stranger having taken a Saturday job in a menswear shop in the Old Kent Road in South London while he was at school.

He joined AMMA immediately on starting work as a teacher. "It was a question of inertia selling – not a positive choice," he said. "I'd never heard of it but I looked at my teaching colleagues and thought 'most of these characters are members of it so I might as well join'.

"I went to one branch meeting and there were a group of people there who all knew each other and were talking about committees I'd never heard of."

However, on moving to Croydon, he was encouraged by the local executive member to play a more active part in the union and was duly elected branch secretary at the one meeting to which he failed to turn up.

He had worked on magazines – both at Oxford University and at his own school where he was editor and soon become involved with the AMMA's official newspaper, which he says was at the time "a seventh-form magazine – in my opinion professional but rather old-fashioned".

He became a full-time union official in 1974 – a time when he was "vaguely wondering what I was going to do next in my career". "I had thought very seriously about taking up opera production professionally," he said. "At school, I had produced children's operas and we had appeared at the Fairfield Hall, Croydon, and the Queen Elizabeth Hall.

"The last thing I did was to produce a children's work for Granada TV which had been written by Richard Rodney Bennett.

"It wasn't that I didn't enjoy teaching – you tend to get absorbed in what you're doing at the moment – and in fact one of the nicest compliments ever paid to me was by a schoolboy in the playground.

"I had made reference to the fact that I was married and he said 'Straight up, sir? You're not married. We always reckoned you were a bit of a playboy'. I think it showed me that I spoke the same language as them – after all, I had been brought up in the same area.

"What attracted me to the full-time union job was the negotiation of salaries and conditions of service which I find increasingly fascinating.

"What surprised me when I got the job was the size of the daily post – there were so many individual questions about individual problems. You are always under very considerable pressure to get your answer right.

"I've done a lot of advising members in disciplinary procedures and I'm always very nervous – which I don't think shows particularly."

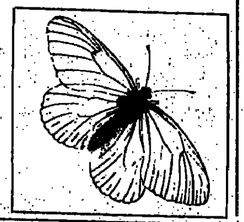
He says his activities in his school debating society have stood him in good stead for his union work. His new post will still give him the editorship of AMMA's magazine, *Report*, which he hopes to make better researched and more lively. "I don't think there is anything inherently virtuous in boring your audience if you can avoid it," he added.

Peter is of Anglo-Irish descent and counts the playwright Brendan Behan as a distant relative. His great-uncle served a prison sentence for being a Republican and used to teach at a "hedge school" – a primitive open-air school where sons of workmen were taught.

The two men are likely to come into increasing contact with each other on various teachers' organizations' committees over the next few years, and – who knows? – may be the subject of another *TES* profile in the not too distant future if their careers in the teachers' organizations they represent carry on in the same way as they have started.

Richard Garner

Fluttering off to Zambia



Children up to the age of 18 are being encouraged to take part in sponsored butterfly counts this summer by WATCH, the environment club for young people sponsored by the *Sunday Times* and the Royal Society for Nature Conservation.

An eight day trip to the Luangwa National Park, Zambia is the prize.

Details from: WATCH, 22 The Green, Nettleham, Lincoln, LN2 2NR, from which further information about the competition can be obtained. Those interested should enclose a 16½p stamp with their address.

SPORT

Kick-abouts could be better

The Sports Council has criticized local authorities for faulty design and poor maintenance of many kick-about areas it had helped to provide. In a report on these inner-city sites, it also finds little provision of playing areas for girls.

Since 1976, the council has funded scores of hard-surface areas by up to 50 per cent of the cost to a maximum of £50,000. Designated Areas of Special Need grants, they are awarded on such criteria as population density, unemployment, low socio-economic groupings and a high proportion of the population in the 15 to 25 age range.

A pilot survey of 12 sites, including those in Bradford, Liverpool, Middlesbrough, Widnes and inner London, found "little conscious thought given to safety at the design stage".

Some were sited next to busy roads, and in Liverpool and Bradford, two sites were not enclosed, allowing balls to run on to paths and roads. Where there was enclosure, this was sometimes not high enough.

In Redditch on a site also used by a school, a late switch in design had left the possibility of players accidentally bumping into the floodlighting columns. While at most sites there was strong concern over drainage, one area at Reading was covered in five inches of water when visited and at another at Stockton surface water formed sheet ice in winter.

Many sites were well maintained and cleaned, the inspectors found, but "poor maintenance was apparent on all five Teesside sites. litter, leaves and mud were seen to be swept away only occasionally . . . both of the Stockton sites frequently became covered in mud transferred from the grass surrounds inside the fencing and the borough council has acknowledged that this aspect of the design should not be repeated," ated."

The Sports Council concludes that many authorities did not fully consider maintenance or replacement requirements beyond the period of the manufacturer's guarantee. After no more than three years "significant wear and tear was being experienced at several sites". These were worst at Westway and at Coram's Fields, also in London, a site which cost £120,000 to which the Sports Council contributed the maximum £50,000.

The Tartan surfaces at Teesside were found to have been badly laid in some instances, apparently on a wet base. "Dangerous surface bubbling and detachment of large areas have occurred and at the time of the survey contractors were rectifying these deficiencies."

Experience showed that line markings were prone to wear away on Tartan, a common complaint from the young users.

Fences were prone to damage and goalposts quickly weakened. If fencing were reinforced or mounted on a rebound wall this would not only avoid damage but provide watchers with somewhere to sit, the inspectors were reminded by a boy on site.

A survey of users indicated that all but 8 per cent of these were boys and youths. "Girls spent most of their time waiting, watching and talking." The report comments: "These activities – and swinging on goalposts – were particularly popular with girls probably because little else was provided for them."

Nine out of 10 girls interviewed felt the sites would be better used if more equipment were provided.

Though soccer was being played on 199 out of 323 occasions when sites were visited individual activities such as skipping, handstands and cycling were also important although "their popularity had not been anticipated by the providing authorities".

The most common age of users interviewed was 12 with two-thirds between 8 and 15. Though many claimed to visit the site every day, most stayed for less than an hour. At two sites the recreational needs of adults have been given preference.

Seven of the sites inspected were completely unsupervised, usually for lack of money. Yet sites with play leaders during school holidays attracted higher levels of use.

The inspectors frequently found grass or even tarmac adjacent to but not part of the kick-about areas was being used for football rather than the sites themselves.

The report comments: "Perhaps because children in cities are accustomed to exploring, establishing their own territory and taking what comes rather than having purpose-built facilities, many continue to play on grass and less comfortable surface in preference to kick-about areas."

Bert Lodge

Kick-about areas: providing for sport in areas of special need, The Sports Council, 16 Upper Woburn Place, London, WC1. £1.00.

NEWS

A farm for all seasons

Above: Mrs Jean Wilkins looks on as a pupil from St Werburgh's embraces one of the farm rabbits.
Above right: Laura the goat becomes the subject of a four-year-old's field study exercise.

The St Werburgh City Farm is a rural enclave in the heart of multi-racial Bristol. Its enthusiastic community association cares for a growing population of sheep, goats, ducks, hens and rabbits.

Since last year, the association has encouraged formal educational links with local primary schools, and teachers who have taken up the offer have discovered it is an invaluable source for practical work of all kinds.

One of the farm's full-time workers, Paul Sander-Jackson, said: "Before the last school year, we met with teachers and discussed ways in which the farm could be used. Out of this, various thoughts emerged. Schools could make 'one off' visits with a class, look around, meet the animals. But generally, most benefit was seen as coming from a regular contact, seeing and experiencing the life of the farm over the cycle of the year, each season bringing its different activities."

Since the farm was started – in April 1981 – it has had fortnightly visits from groups of children at Sefton Park junior school and the Waldorf school who have worked on little garden plots. Vegetables and grains were sown, tended and finally harvested. Some of the children also did some brick-laying.

"One year on, we feel that we have made a beginning, have learnt by our mistakes about such things as size of visiting groups, and how to manage practical work with eight and nine-year-olds," Paul Sander-Jackson said.

"There have been memorable high spots – going with 10 children to choose a sheep that their school (Sefton Park) was donating to the farm; sheep-shearing watched by 150 children; the retiring nursery headmistress's farewell speech being interrupted by the duckling St Werburgh Park nursery school had incubated and hatched; and the creation of a beautiful butterfly garden by some 10-year-olds from Cutler's Brook."

If the educational work of the farm is to be expanded, however, a full-time teacher/coordinator will be needed to organize and supervise school visits.

"Educational resource materials also need to be produced for the different groups using the farm," Paul Sander-Jackson said. "We need tools so that the children can really share in the farm activities; spinning equipment so that they can spin the fleece of the sheep; and a mill to grind the grain they have sown.

"With support and cash, we could really grow over the next few years, become a part of the local educational community and share our resources with as many inner-city children as possible".

Photographs and report by Helen Tann

Above: Children from St Werburgh's Park nursery school throw bread to the farm ducks. Below: A sheep-shearing demonstration from Mr Ian Sinclair.

United States/Peter David

Senate and the courts tackle prayer, bussing and tax relief

WASHINGTON: Three of the Reagan administration's most controversial policies on schools are expected to come to a head in the next few weeks as Congress and the courts deal with school prayers, bussing and a Government initiative to give parents tax relief for sending their children to private schools.

All three measures, together with the abolition of abortion, are high on the administration's "social agenda" of conservative policies which won President Reagan huge support from religious and right-wing voters in the Presidential elections two years ago. But all three are likely to encounter formidable political and legal opposition before they can take effect.

The Senate opened hearings last week on the president's proposal to amend the US Constitution to legalise prayer in publicly funded schools. Morning prayers were outlawed by the supreme court in 1962 on the grounds that they violated the First Amendment, which forbids the establishment of religion by the government.

President Reagan announced his intention to propose a constitutional amendment legalizing voluntary prayer last May. He told a reception of religious leaders that "No one will ever convince me that a moment of voluntary prayer will harm a child or threaten a school or state."

But in the senate last week, the proposed amendment sailed into a barrage of criticism, from religious leaders as well as politicians.

The amendment stresses that school prayers would be voluntary. But Mr Nathan Dershowitz, speaking for the American Jewish Congress, told a Senate committee that it was a delusion to believe organized school prayers could ever be voluntary.

"To a child in a classroom, no part of the school routine is voluntary. It cannot be made so by the cruel device of telling them that they are allowed to brand themselves as pariahs by leaving the classroom, or by staying there and remaining conspicuously silent," he said.

The Senate hearings were the first step in what will have to be a long odyssey if the amendment is ever to reach the statute books. Constitutional amendments must be approved by two-thirds of both the Senate and the House of Representatives, and ratified by three-quarters of the states.

Meanwhile, another Senate committee is scheduled to begin hearings on President Reagan's plan to introduce tuition tax credits – a system of tax relief for parents who send their children to private schools.

By the time the scheme is fully operational in 1985, parents would be able to recoup up to $500 (£295) in tax relief for every child paying private school fees. The White House claims the scheme would cost the Treasury some $2,000m (£1,300m) between 1983 and 1985.

Last week, however, the scheme was criticized by Senator Ernest Hollings, the senior Democrat on the Senate's powerful budget committee. Claiming it would mean a massive shift of federal money from public to private education, he added: "The duty of a public government to public schools is to support them. The duty of a public government to private schools is to leave them alone."

Senator Hollings' attack coincided with publication of a study of the impact of the tuition tax credit scheme on large school districts in 29 states. Sponsored by the Council of Great City Schools and the American Association of School Administrators, it claimed the tax scheme would result in private school pupils receiving three times as much federal aid as pupils in public schools.

According to the study, cuts in federal aid to public education will reduce the amount of federal money per pupil from $206 last year to $105 in 1984. At the same time, the credit scheme would boost the average amount of federal aid going to private school pupils from $43 to $329.

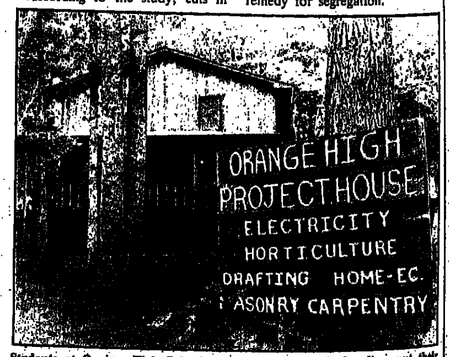
Even if it ultimately wins approval in Congress, the tuition credit scheme may be challenged in the courts. Opponents of the measure claim that by directing government funds to private schools, many of which are religious institutions, the measure violates the first amendment.

The administration faces equally tangled obstacles in its attempt to reduce the number of compulsory bussing orders, which for a decade and a half have formed the centre-piece of government efforts to desegregate schools in the United States.

In a reversal of its familiar role as a champion of bussing orders, the government's Justice Department filed papers this month opposing the extension of a bussing order in the East Baton Rouge parish of Louisiana.

The department's brief describes bussing as a "failed experiment" which erodes community support for public education. It claims bussing has provoked a flight of white pupils from public education and resulted in the segregation of the very schools it was intended to integrate.

In addition to ordering the change of policy within the Justice Department, the Reagan Administration has supported efforts by Congress to impose legal limits on the ability of the courts to order bussing as a remedy for segregation.



Students at Orange High School, Hillsborough, North Carolina, put their vocational skills to practical use. They have just completed building a six-room, two bathroom, solar heated house which will shortly be sold. This is the sixteenth house to be built by the students. The first was paid for out of school funds: since then they have been self-financing. The solar house project received a $5000 grant from the North Carolina Energy Institute, which is anxious to promote solar energy in the state.

Brazil/Patrick Knight

First woman minister faces hot issues

SAO PAULO: Senhorita Esther de Figueiredo Ferraz, Brazil's first woman minister of state, has taken over the education portfolio from General Ruben Ludwig, who had been minister for 21 months.

For the past few years Senhorita Ferraz has been director of higher education at the ministry, and has just resigned after 12 years on the National Education Council, the main advisory body to the minister. She says her greatest concern is pre-school education, which has become a priority here in recent years.

The previous minister was very close to General Joao Figueiredo, the President of Brazil, and because of his close links with power, was able to win more funds for education at a time of general stringency, including obtaining big salary rises for teachers.

General Ludwig also tackled administration problems within a ministry which had suffered a serious lack of continuity, with ministers lasting on average just over a year.

He reduced the number of departments from 223 to 176, and streamlined programmes.

The new minister, who says that in principle she is in favour of students paying for education, although not in the present period of financial difficulty, faces several hot issues. One is recognition of the National Union of Students, which, although illegal for more than a decade, has started to function *de facto* in the past few years. Its meetings have been tolerated by the authorities, who do not want to provoke a confrontation with students.

Another issue is illiteracy. Despite continuing programmes, the total number of illiterates has continued to rise, but Senhorita Ferraz has said the programmes must continue, as seven million children still do not attend school, and need assistance.

She says she plans to visit four parts of Brazil in the near future, to study problems at first hand.

Malta/Carl Slevin

Three-point pledge averts dismissal for 'rebel' strikers

A dispute involving teachers in Malta has been settled after they signed a declaration drawn up by the island's Prime Minister, Mr Dom Mintoff.

The dispute centred on the suspension of 55 teachers including Mr Alfred Buhagiar, the president of the teachers' union, the Movement of United Teachers.

The teachers had faced disciplinary proceedings for taking part in a 24-hour stoppage in June called by the opposition Nationalist Party.

Malta's disciplinary board was due to meet in August until Mr Mintoff offered an eleventh-hour solution. The declaration was sent by letter to the teachers involved who were asked to go to the Prime Minister's office to sign it.

The declaration asked the teachers, who in striking had acted independently of their union, to:

- Admit they were wrong to strike
- Undertake not to engage in civil disobedience against the democratically-elected government again (a recognition that if the agreement is broken very severe penalties will ensue) and
- Accept half-pay for the period between the strike and the signing of the declaration instead of dismissal.

The declaration had to be signed on the day it appeared (except for university staff who were allowed an extra day), and assumed that the disciplinary boards would have found all the defendants guilty and would have recommended dismissal.

Dom Mintoff ... his declaration accepted

This seemed quite likely given that other public service employees who faced their disciplinary boards earlier were all dismissed.

The Nationalist Party campaign arose from the constitutional crisis following last December's disputed general election result.

New Zealand/Lindsay Hayes

MP's Bill seeks to abolish the cane

WELLINGTON: A Private Member's Bill seeking the abolition of corporal punishment in schools will be introduced to Parliament by the Labour MP for Southern Maori, Mrs Whetu Tirikatene-Sullivan.

She is the patron of CAVE, the Campaign Against Violence in Education and her Bill seeks a change to the 1964 Education Act which permits schools to use corporal punishment.

CAVE's campaign to ban the strap and cane in schools accelerated last year following the disclosure that a secondary boys college principal had video-taped caning as an experiment to find out why experienced teachers often missed the target and left boys with embarrassing marks on their buttocks.

CAVE said the incident confirmed members' fears of the sort of abuse they suspected went on in schools.

Many teacher members of CAVE are members of the Post-Primary Teachers Association, which although against corporal punishment in principal, is reluctant to see it abolished completely, until alternative punishment methods are devised.

- Despite preventative measures which are reported to be successful in helping combat school vandalism, the problem remains serious and the costs high.

Vandalism in schools has cost the education department £4.7 million in the past three years, with the 1981-82 cost (£1.8 million) up £225,000 on the previous year.

During the past two years the department has spent £355,000 on preventing vandalism – trying everything from professional security patrols of schools at risk, to environmental subsidies to help schools spruce themselves up and so deter vandals.

Turkey/Bernard Kennedy

Exam results cancelled by bribes inquiry

ANKARA: More than 7,000 exam results have been nullified and 4,000 diplomas removed as a result of a massive inquiry into corruption in the Turkish education system.

Judicial investigations have also been opened into the cases of nearly 500 teachers alleged to have encouraged or abetted malpractice in middle school and college exams.

According to a statement issued by the Education Ministry, exam results have been annulled not only in school leaving or college certificate examinations but at almost every level of secondary and further education.

It appears that corruption is also rife in teacher training institutions, and 285 candidate teachers have been removed from their posts because of irregularities in examinations they had previously passed.

In addition to the 500 teachers and lecturers subject to judicial investigations, another 500 cases are being looked into by the Ministry and disciplinary measures have been taken against more than 200.

The inquiry has taken many months and has had the full support of the military authorities who assumed power nearly two years ago determined among other things to wipe out corruption in public life. But they have found it a very difficult task.

As far as the schools are concerned, it is common knowledge that many parents are prepared to reward teachers to the tune of, say, the equivalent of a month's wages for ensuring the success of their son or daughter in school leaving examinations or the annual tests which permit a pupil to progress to a higher grade.

The great importance given by employers and society to educational success encourages this practice, as does the overriding emphasis on exam results at all levels of Turkish education.

Chris Mosey looks at the decline in foreign language standards in Sweden

English spoken here . . . just

STOCKHOLM: Swedish children no longer speak English as well as they used to – and that's official.

A report to the National Board of Education (*Skolöverstyrelsen*) warns that standards have declined drastically in upper secondary schools and that a whole generation of children is being educated in "tourist-English" only.

While the average Swedish teenager can ask the way to Trafalgar Square or complain that his postillion has been struck by lightning, he has a hard time reading a simple English newspaper article, according to secondary school inspector, Miss May Mattsson, who compiled the report.

She estimates that nine out of ten Swedish teenagers have trouble with their English.

Miss Mattsson blames the decline in standards on the teaching profession. Teachers do not demand enough from their pupils, she says, and warns of a decline in the ability of present trainee teachers, "which will be felt long into the next century."

Mrs Ulla Tillander, schools minister, admits standards have declined but has reservations about Miss Mattsson's report.

She said: "Taken internationally, Sweden is well to the fore when it comes to excellence in English. But I know of university lecturers complaining about the poor standard of English of teenagers coming direct from school."

Mr Rune Bergentoft, of the NBE, spent three years studying language supervision in 14 countries for the Council of Europe. "Compared with other countries, we have good standards in Sweden," he said.

Meanwhile the debate has been given added impetus by, of all things, a milk packet. The Arla Dairy Company, in conjunction with the National Tourist Board, printed a text headed "Welcome to Sweden" on its packets this summer.

It was intended to welcome and give advice to English-speaking tourists but was riddled with grammatical errors and spelling mistakes.

"Woods on fire causes tremendous damage," it warned. "We have to keep the nature tidy and we have to respect each other as well as the nature and the animals. Thrown away beer-cans are for instance causing damages on reaping machines for enourmous costs."

And it offered the following advice: "If you want to know more about where you can put your caravan turn to the Tourist Informations." There was also a reference to "special traffic roules" and advice on how to "eat cheap."

In an article in the main Stockholm daily newspaper *Dagens Nyheter*, Mrs Ingrid Nettervik took the Arla company and the Tourist Council to task. "An official institution like the Tourist Council should have known better," she wrote.

Mr James Watling, press attaché at the British Embassy and cultural attaché Mr Raymond Adlam revised the milk packet text for *Dagens Nyheter*, who published it with the advice that parents should cut it out and glue it over the original before their children were corrupted.

As a footnote many foreigners living in Sweden and attempting to speak Swedish are frequently infuriated by Swedes replying in English.

The fruit so angered one American that he replied: "*Jag forstår inte Jag är fiktist Jugoslav*" (I don't understand. I am, in fact, Yugoslavian)."

Fortunately, he never encountered a Swede with a perfect grasp of Serbo-Croat. But it just goes to show you cannot always believe what you hear or read on milk packets.

Nigeria dissatisfied with its colonial education inheritance

Nigerians who read their daily newspapers carefully will already know that September is to see the transition from the present five year secondary school course to a new two-tiered system.

The so-called "three plus three", comprising three years junior secondary and three years senior secondary, is designed to provide a more "functional" education than the present five-year system.

Most Nigerian schools have no workshop facilities and no equipment for the crafts, science or technical work involved in the new arrangements. Nor do they have the instructors: many technical schools merit the name only by the presence of one technical drawing teacher.

At a time of economic cutbacks, when many state governments have been unable even to pay teachers' salaries, principals and teachers are critical of the federal government's decision to go ahead with the scheme.

Politicians and officials in the ministries argue, however, that the new system is to be phased in gradually, starting with the new intake in 1982, so that there are still three years before the expected great influx into technical colleges and vocational training centres.

This does not explain how another problem is to be solved – that of absorbing the first products of the Universal Primary Education programme, which began in 1976, who will now be swelling the ranks of those clamouring for post-primary education.

The third National Development Plan (1975–1980) recommended that the states should aim at a transition rate of children (going from primary to post-primary schools) of 70 per cent increasing to 100 per cent as soon as possible. However, in 1981 the transition rate in some northern states was reported closer to 40 per cent.

The new scheme was considered in the 1960s by educationists and politicians seeking to throw off the system inherited from the colonial administration. With its heavy emphasis on mental and verbal skills, the "British" schools were said to churn out "catechists, clerks and interpreters" and little else.

In 1975, the Third National Plan complained that the growth of the country's economy had been hindered by the lack of qualified personnel in agriculture, commerce and industry.

As a result, the 1977 National Policy on Education proposed the scheme to take effect next month.

The entire admission/assessment mechanism will have to be overhauled. Those who pass the common entrance from primary school will do three years of basic training in a wide range of subjects in the junior school, and then will sit a government exam to determine their ability to continue in an academic programme.

Dorothy Wade

Sri Lanka/D B Udulagama

Computers hold key to future

COLOMBO: Sri Lanka's Foreign Investment Approval Committee has backed the setting up of a new English language secondary school, the Colombo International School.

The school, which opens next month, is being established as an extra facility for the international community and it will provide education leading to London University's O and A level examinations.

It will also provide evening courses for Sri Lankans in computing studies.

Sri Lanka is placing great emphasis on computing studies. An education spokesman is quoted as saying that most of today's parents are not familiar with computers. However, their children – whether in industry, science, government or education – will have to be able to use computers.

All students at the new school will be obliged to follow computer courses.

The school's vice principal is Susan Kingdon Lindsey, an honours graduate in English Literature and American Literature from Sussex University.

There is already an overseas school in Colombo which caters for the children of foreign diplomatic personnel and expatriates and a few Sri Lankan schoolchildren.

Ireland/John Walshe

Public sector pay freeze

DUBLIN: Teachers and other public sector employees are being asked to accept a pay freeze until next January.

The teachers were due to receive a 5 per cent increase in October as part of a national agreement between the previous government and the public sector unions.

But the Government argues that if the current budget deficit is to be reduced a pay freeze is essential. Although there is widespread demand for a curtailment of public spending, the unions are expected to oppose the pay policy.

Primary and secondary teaching will still, however, be exempted from an embargo on the filling of vacancies which will continue until at least March 31 1983. This embargo requires that two out of every three vacancies must be left vacant.

LETTERS

Symptom of the primary-level plight

Sir – Three articles on the Primary and Pre-school page of August 13 neatly illustrate the present serious plight of primary education.

"Bishop Grosseteste receives last rites" is a heading many educationists have secretly expected ever since the Government first began to swing its axe.

I suggest the Joseph/Boyson duo were only too relieved that Grosseteste remained a small monotechnic without a PGCE course, for therein was sufficient excuse for its closure. The embarrassing fact is that it is a very successful college, and one which I would enthusiastically recommend to any sixth-former seeking a worthwhile teacher training.

As nine out of ten of its students obtain posts upon leaving, it would probably increase in popularity, and it seems the duo do not want that occurring. Why not?

The brief comment about "Self-expression sets goals too high" and the claim made by Dr Edward Norman at the McWhirter memorial lecture presents the answer.

"Self-expression", "Child-centred education", and associated trends are "out", for the Black Paperites seem to have won the day, and I have a sinister feeling that the underlying reason for shutting the doors of such a college as Bishop Grosseteste is that it is a lingering reminder of the progressive attitudes Rhodes Boyson fought so vehemently in the late 1960s.

Undoubtedly there are still progressive schools, good advisers, and an attempt to promote visionary primary education. But Angela Anning's article "Lessons from life" indicates how far primary education has slipped in both aims and accomplishment. Dealing with the need to replace children's diet of "artificial problems abstracted on to worksheets", I suspect her article is the type that *The TES* would not have considered interesting 10 years ago.

This is no criticism of Angela Anning's contribution, but a means of pointing out that what she is revealing is a process that thousands of teachers practised anyway, a mode promoted by the old teacher training colleges, and still supported by such places as Bishop Grosseteste.

Rather than presenting an inspiring spur to the new year ahead, the page of articles reads more as an obituary to what might have been and almost was.

Quite a few lecturers in teacher training institutions may not be too sad to see the passing of the principles promoted by Bishop Grosseteste, or Dr Norman's attack on self-expression, or Angela Anning's need to defend an education related to a child's interest.

The dreadful thought is, however, that the Government's surge of interest in a PGCE teacher training for primary schools offers a tremendous opportunity to virtually write out any real involvement with such issues as "open learning", "creative work" and "child-centred approach".

PETER DIXON
Lecturer in education
King Alfred's College of Higher Education
Winchester

Status, not issues

Sir, – Perhaps you will permit me to respond to the letter from Charles Hannam and Norman Stephenson published in *The TES* on August 6. Although I am not named in that letter I must assume that I am the subject of their dismay.

It would appear that your correspondents have responded hastily to the letter I wrote (*TES*, July 23) concerning the status of a paper written by a group of lecturers in this school of education, for I cannot believe that as senior lecturers they would read that letter with so little comprehension of the substance it contained.

My sole purpose in writing to you was to make clear to your readers the status of the paper in institutional terms. As your issue of July 9 implied that the document had already been published as an occasional paper from this school, when it had not, it was important to anticipate any demand from your readership for the purchase of a non-existent publication. Indeed, your own heading to my letter ("Paper status") indicated that you understood that the message I was promulgating concerned institutional status rather than personal comment on the academic issues involved in the paper.

The only way I could see to do that was to "go out of my way publicly" to make a statement. I therefore call upon your correspondents Hannam and Stephenson to read the letter again and to make clear to me at what point I "disclaim the work of my colleagues" in other than institutional terms. Failing that I would expect a public apology – purely in the interests of academic freedom, of course!

JEFF THOMPSON
Professor and Head of School of Education
University of Bath

Bishop Grosseteste serves big area

Sir – The intention of the Department of Education to close down teacher training at Bishop Grosseteste College, Lincoln (*TES*, August 13) must be fought off. Regardless of the national requirements for newly trained teachers, this college must be kept open to provide a wide area with much needed and much appreciated in-service training facilities.

If Bishop Grosseteste is not allowed to retain its initial training function, it is improbable that in-service training could continue there. Without that, Lincolnshire teachers would have to travel up to 75 miles for the same facilities. Sir Keith should not be allowed to create locational disadvantages on this scale.

Dr D R MILLS
Cat Lane House
Bridge Street
Thornborough
Buckingham

Head-baiting

Sir – What an interesting book review by Richard Pring "Children's rights: a philosophical study" (*TES* July 30). The first and last paragraphs of Richard's review were enough to strike fear into the hearts of the most hardened of head teachers. I don't know the head teacher of the school that his daughter attends, but I bet the head teacher's wife had the brandy ready after the last governors' meeting.

I remember meeting Richard Pring and Hugh Sockett when they were shaping their philosophical scalpels at the Cambridge Institute of Education in the early 1970s. They were much admired and had few serious challengers in their field. It's good to see that Richard has now progressed to the upper echelons of head teacher-baiting.

My own experience of governors' meetings over a number of years is that they can often become hotbeds of apathy; so, I'm not sure whether to be envious of the head teacher in question, or whether to quietly count my blessings. My real worry is that governing bodies may see in this episode an indication of a hierarchy of importance when compiling agendas for future governors' meetings.

One wonders just how much it might be in a child's interest, or in the interest of the rest of the children in a middle school, if a head teacher and his governors were to create time, during a meeting of the governing body, for a detailed philosophical exposé of how generally accepted school rules regarding dress may, in some circumstances, appear to conflict with a right of individual children to wear clothing items of their own choice. The accompanying discussion may well turn out to be mentally stimulating and invigorating for those involved, particularly if Richard Pring is present, but may seem, upon reflection, to have little more than debating value when compared with some of the other questions facing schools in the present educational and economic context.

PETER L BIRKS
Headmaster
Swithin Wells RC School
Eastleigh
Hants

Oral games

Sir – I read with interest Barrie Wade's "Skipping the Words" (*TES*, August 6). His account of children's traditional games demonstrates once more that, in school intervals if not on city streets, the oral culture of childhood is alive as well. The same point is made in my book, possibly unfamiliar to English readers, entitled *Out to Play* (Aberdeen University Press, 1980, £6).

A whole new profession of playleaders is being created on the untested assumption that children have lost the ability to amuse themselves. Teaching games to children can damage their play. Granted that adults may be useful in connexion with sports, or with equipment-based adventure activities, the point remains that traditional games, rhymes and jokes are characterised by their silliness, sociability and secrecy. Even to discuss such fragile artifacts in class is awkward and interfering.

Barrie Wade wants his investigations to be useful, in this case to aid early reading. Apart from the practical difficulty that under-eights are relatively insecure in the play culture (which flourishes in middle childhood) he seems to be seduced by the idea that work and play are much the same.

ALASDAIR ROBERTS
Aberdeen College of Education
Hilton Place
Aberdeen

Word play

Sir – So Barry Wade thinks "the games children say" are ignored in games children say" are ignored in teaching reading? Far from it, when the teacher uses the language experience learning-to-read method.

Infants' drawings and paintings record their activities. They learn to read the relevant captions written by the teacher, at their dictation. Having begun with captions like "We played Poor Jenny's a-weeping" and "We like playing Teddy bear, Teddy bear," they need little encouragement to include in their news-writing longer quotation from the words of skipping and singing games.

LUCILLE JAMES
16 Nelson Road
Wimbledon SW19

Class and race

Sir – As a teacher and parent myself, I can understand both groups' reluctance to participate in research into black childrens' exam success.

Obviously before attempting any "affirmative action" one must know what factors are causing the relative lack of success of black (particularly West Indian) children.

However, don't we know already? Hasn't a mass of research been done into the lack of succes of working-class children? Did it not point to exactly those factors which the Swann Committee wanted to examine – namely family background, health etc.

And is it not largely true to say that although some Asian and African immigrants, when they came to this country were middle class, almost all the West Indian ones were given employment which would categorize them as working class?

Given that, what is this research for? If West Indian parents want to be told how to bring up their children, they will no doubt sponsor their own research project. Or perhaps the committee was looking for a racial explanation of exam success.

Public money would be far better spent on research into making the education of all working class children more effective.

Mrs A L MALLETT
38 Beaconsfield Road
London N15

Helping blacks

Sir, – Those who say that racism is the main cause of underachievement of black children do not seem to consider the fact that Asian children do very well in our schools, yet they are exposed to as much or possibly even more racism than black children. If we refuse to investigate why some black and many Asian children succeed academically, we deprive ourselves of the possible means of helping the majority of black children.

PETER PRAGER
17 Roy Gardens
Ilford
Essex

Unlucky review

Sir – Friday the 13th seems to have been rather an unlucky day for your reviewer Hugh David. He started his review of *16+ English* by getting wrong not only the name of the author but also that of the publisher. Then, presumably unconscious of the irony, he went on to imply that sections of the book (the ones dealing with areas like spelling and reading skills) were not "really relevant." For the record, *16+ English* was written by M Baber and published by Stanley Thornes.

By the way Mr David, I hesitate to mention it, but there are other examining boards besides the London GCE Board, and there are other modes of assessment besides final examinations. You don't even need to look north of Watford – I recently taught AEB Mode 3 O level English Language in London itself. And to write a review of *16+ English* without once referring to the 16+ English syllabus offered by the JMB in conjunction with neighbouring CSE boards, and now attracting over 60,000 candidates a year . . .

Still, you did get one bit right. Yes, there is a "living, breathing language" and it is usually a separate entity from examination English. It was to try and bridge the gap between the two that *16+ English* was written!

MIKE BABER
34 Beech Hill Road
Sheffield 10

People and posts

Sir – How refreshing it is to learn that the Leicestershire County Council has approved a term's sabbatical leave for teachers so as to update skills and to integrate with other schools and colleagues on in-service work (*TES*, August 13).

What disturbs me is that the Head teacher is to appoint a senior member of staff to the post of professional teacher tutor. It is high time that these posts of responsibilities are filled by existing senior teachers in schools, who are qualified and experienced for them.

A democratic means of selection should be set up, consisting of a consultative body made up of people such as heads and advisers.

JACQUELINE REID
1 Rivolscroft Avenue
Wembley
Middlesex

Voucher danger

Sir – The superficial theorising of Marjorie Seldon about education vouchers (*TES*, August 6) ignores either through naivety or choice, the actual effects of vouchers in the real world.

She admits that the maintained sector would have less money, and accepts that there would be a massive move to the private sector. Anyone who can see a step further will realise that it will be the articulate and influential parents who will opt out of the maintained sector, leaving it more defenceless still. Then, presumably, the voucher value will be inflated away without any opposition from the maintained sector.

Even if we accept the rigid separation into educational haves and have-nots, there is no guarantee that the invigorated private sector will raise standards or increase choice. Thinking people involved in the education service realise the need for more imaginative teaching. Since the public has accepted the "Black Paper" analysis of schooling, it seems likely that the new private system would perpetuate the university dominated, narrowly academic education to the exclusion of all else.

MICHAEL HURDLE
6 Portugal Road
Woking, Surrey

LETTERS

Blacks fear effect of Denning ruling

Sir – The National Convention of Black Teachers, an umbrella organization of nine already affiliated black teachers' associations throughout the country, is deeply disturbed at the recent ruling of Lord Denning that the refusal of a headmaster to allow admission to a Sikh boy unless he cut his hair and removed his turban, contrary to beliefs and principles of Sikhism, was not unfair and discriminatory.

We believe that this Appeal Court ruling and its unfair criticism of the Commission of Racial Equality have brought British justice into disrepute and given comfort and succour to those in the society who are opposed to a multi-cultural, multi-racial and multi-religious society.

We, the classroom teachers, are fully aware of the difficulties that we face every day in making multi-cultural education work successfully and Lord Denning's ruling would create further difficulties in this field.

For multi-cultural education (at present most of the l.e.a.s are committed to such education) to succeed, it is necessary that white people in authority understand and respect black culture and customs.

The refusal of the headmaster of Park Grove School is a clear indication that he falls short of this appreciation. The "uniform rule" in a school is neither essential nor sacrosanct to maintain discipline. The British army in India proved this point beyond any dispute when it relaxed its rule in favour of the Sikhs.

We are apprehensive that Lord Denning's ruling will encourage and give credence to those – fortunately still in the minority – in the black community who are campaigning for separate schools for different ethnic groups and the Denning ruling will strengthen their position in convincing most black people that the present British system is failing them.

RADHIKA R RAY
Coordinating secretary
National Convention of Black Teachers
Pinner
Middlesex

Respect for the turban tradition

Sir – Twelve years ago I taught in a boys' comprehensive school which had pupils from various races. There were a number of Sikh boys who wore the turban. None of the teachers whom I knew objected to their doing so, and indeed would have been ashamed to show themselves so prejudiced.

What has happened in the meantime? Last year in Wolverhampton and this year in Birmingham head-teachers have refused permission to boys wearing the turban to attend their schools. In both cases the boys' parents sought redress under the law and in both cases were the losers. The fact that one of the schools is independent should have nothing to do with the case. In my view there is no valid reason why the turban should not be allowed to be worn in this country anywhere in any circumstances by persons of this religious persuasion.

The situation appears incredible when one considers how in earlier years the turban was incorporated into regimental uniforms so that Sikhs could be enlisted in the service of the British Empire. One hears much about tradition on the lips of headmasters but some of them have precious little respect for traditions other than their own.

But Lord Denning has just ruled that since discrimination against the turban is religious discrimination, not racial, it does not come under the remit of the Race Relations Act.

Personally I would disassociate myself from the stand which these headmasters took, which seems to be pig-headed and myopic in the extreme. Can we expect that from now on teachers who object to the turban in their schools will feel encouraged to outlaw the offending garment from British schools altogether?

MALCOLM VERRALL
81 Wynn Road
Penn
Wolverhampton

Tedium rare

Sir – There is an old saying that "those who can, do; those who cannot, teach". To this Mr Peter Newsam (as reported in *The TES*) adds a sadly contemporary note when he avers that teachers support the duller candidates for appointment or promotion. By "teachers" he clearly means ordinary members of school staffs now accorded the extra role of school governors, rather than those heads who have long been responsible for appointments and promotions within their respective schools or colleges. Yet it must be remembered that these heads themselves are teachers, imbued with the same attitudes and many of the interests which characterize those members of the profession who do not yet have administrative authority. If Mr Newsam is right, what a desperate situation we are in when dullness becomes the primary condition for acceptance and professional success.

But this is not the end of the matter. Teachers are not only concerned with their professional advancement; they also teach. If Mr Newsam is right, must not the dullness which secures appointment be reflected in the way successful applicants approach their classes, the attitudes and values which they reveal to children, the actual preferences which they show when recommending our sons and daughters for first employment or college entrance? Teachers have immense power over the lives of children and if they themselves are dull or mediocre, how can they possibly do other than encourage dullness and mediocrity among the young? How can they encourage, reward, or even recognize brightness and energy in children if they do not themselves possess these qualities in abundance?

Is Mr Newsam right? Sadly, my own experience in schools and colleges, as a professional scientist and as a father leads me to believe that

Peter Newsam

he is not only correct in general terms, but has laid an unerring finger on a central factor – perhaps the central factor – underlying the educational malaise so often reported in *The TES* and elsewhere in recent years. The stress suffered by so many heads (and other teachers) that they seek early retirement in an already early-retiring profession, the lack of new ideas occasioned by too lengthy occupation of the same appointment (especially the same senior appointment) in the same school, the endless complaints as teachers rail against the demands of the work they chose and against the nature of the syllabi which lie in their hands to interpret according to their own abilities and knowledge, the resentment expressed by children against schools and the teaching process and the contempt with which they often view teachers and subjects alike, parental concerns over academic standards, employers concerns over the inability of school leavers to do a worthwhile day's work – are not all these ills to be seen as the outward expression of inner dullness, of children taught (perhaps resentfully on both sides) by those who cannot do, for whom the classroom is a refuge?

I teach as a preferred way of life, because I like schools with style, because I find it easy and enjoyable work, above all because I find it fun. But as a training college lecturer I seldom encountered students who wanted to teach. Most reasons for entering the profession centred on long holidays and secure pensionable employment! As a teacher I have rarely met colleagues who gave a clear impression of liking either children or classroom work. As a university professor I regularly heard teachers comment that one or other aspect of modern knowledge would be beyond the grasp of their classes – while left to themselves the children mastered the central ideas with ease! As a scientist I have been amazed at the ineffectiveness of science education in public and private sectors alike. And as a parent I deplore the dismal and uncaring attitudes which my children have encountered too often in their lives already.

No doubt Mr Newsam's remarks will induce ire among members of the teaching profession. Some, perhaps, will be moved to complain. But I do hope that he is heard, and heard most clearly. In this century education has been rooted in the strengths and foibles, virtues and oddities, intelligence, inventiveness and flamboyance, the utter lack of dullness of our Victorian predecessors (dire I mention Arnold of Rugby?). It is tragic to realize that education in the next century may find its roots in our complaints and argument, our mediocrity and – dullness!

DAVID C ARNOLD
8 East Street
Ashburton
Devon

Grant puzzle

Sir – I wonder if readers can explain why it is possible to obtain a grant for a one-year postgraduate teaching qualification after receiving a grant for a three-year degree course and yet, apparently, it is not possible to obtain a grant for even one year of a three-year degree course after receiving a grant for a three-year teaching qualification.

M. ROBINSON
306 Droylsden Road
Manchester 10

Second class

Sir – As secretary of the Wrexham branch and vice-chairman of the Clwyd federation of the Professional Association of Teachers, I should like to comment upon Sarah Bayliss's article on women teachers' attitudes towards promotion, published in *The TES* on July 30.

Following our recent conference in London, our council will now be considering how the association can impove the promotional prospects for women and campaign against discrimination in education. As an organization which rightly puts the needs of the child first, we are concerned that children may be disadvantaged in those schools where only men have positions of responsibility.

I am a member of a committee set up by Clwyd education authority to consider sex discrimination in secondary schools, and am personally most concerned at the trend locally. When I qualified 18 years ago, a female teacher leaving college could have as much expectation of becoming a head teacher as any young man qualifying with her. There were as many girls' schools as boys'. One sad effect of the coeducation system in Clwyd is that a young woman teacher, entering employment in this county today, can have little expectation of becoming a headmistress, regardless of the quality of her teaching or her expertise in administration. *There are no female head teachers in any of Clwyd's comprehensive schools.*

Equal opportunities legislation has operated against women in education, as there have been some schools in Clwyd which no longer have the once statutory senior mistress in charge of girls' welfare. A man has been appointed to this post.

I do not wish to suggest by this that Clwyd is less sensitive than other LEAs to the employment prospects of women. On the contrary, many of our educational officials are most sympathetic – hence the setting up of this committee. This is, however, a nationwide problem. I write of Clwyd merely because it is the county I know best.

Mrs Frances Morrell, deputy leader of the Inner London Education Authority, has commented that few women apply for senior positions. I do not find this surprising. A candidate for a headship must have experience of timetabling to succeed. A recent survey in our county revealed that not one woman in state secondary education here has full responsibility for the school timetable. How can a woman therefore feel qualified to apply for a headship?

Very few women in this county achieve a position nowadays above Scale 3, and even that is traditionally for pastoral rather than academic responsibility. Those who do break the equality barrier have often had to work twice as hard as their male counterparts. In my own school, where the pastoral system employs a year head and assistant year heads in the five year groups, there will be in September only one woman year head and two assistants, although women outnumber men by 30 per cent. The head teacher, the head of pastoral care, the head of lower school, the head of upper school are all men, and this is by no means exceptional.

I am concerned for the many children who come from one parent homes, where the mother has the position of authority. Where, increasingly, a woman teacher has to defer to a man, the position of women in society is diminished, and children come to expect that men have the monopoly of administrative wisdom.

A profession which seeks to show example to the young should not be responsible for treating 50 per cent of them as second class.

Fewer and fewer girls are attempting to break into traditionally "male" subject areas in this county. Since many of them must be future breadwinners for their families, I am concerned that they are being taught not to try to open doors, and I am grateful to belong to a union which cares about this.

VERA DARBY
Nant Uchaf Farm
Frith
Nr Wrexham

Training change

Sir – Having recently completed a post-graduate certificate in education course, I read with interest about the Department of Education's proposals to change teacher training (*TES*, August 6).

No doubt change is necessary: university departments of education are churning out far too many students, often with a mediocre class of degree, and certainly only a pitiful teaching experience, onto a job market that cannot possibly absorb them all.

The DES proposals go some way to alleviate this problem, but perhaps not far enough. Prospective teachers would be far better trained if the PGCE year was spent completely in different schools. After all, it is only really during teaching practices that one comes to grips with the job of teaching; the larger part of the year is wasted in discussions often very petty, which relate little to the classroom.

Moreover, such a training would give students a clearer picture of teaching, and might serve to put off the seemingly large proportion of students for whom the PGCE course is just a "year off".

C.R. DAVIES
86 Bikington Road
Burry Port
Dyfed

Duty to serve

Sir – David Peck's propensity to ride his hobby horse creates its own confusion ("Saving the young from the jobs holocaust", *TES*, August 13).

The role of the Careers Service Inspectorate is quite clear. Its purpose is to help local education authorities improve the quality of performance of their careers services.

My inspectors would certainly become "out of place" (which I understand to be David Peck's definition of "inept" in this context) if they concerned themselves with the quality of general education or training provision. I would like your readers to know of this interpretation, since, on the basis of common usage, they might think that David Peck was making a judgment on the work of my inspectors.

R H WOODCOCK
Chief Inspector
Careers Service
Department of Employment
Caxton House
Tothill Street
London SW1

County cars

Sir – In Richard Garner's article about the provision of a car for the deputy leader of the Inner London Education Authority (*TES*, August 6) you indicated that Hampshire pays for a private hire car firm to take its two representatives on the Burnham Committee to a meeting in London. This was correct, but what you did not say was that this was during the rail strike and was an altogether exceptional occurrence.

Hampshire does not as a general rule provide chauffeur driven cars for members and officers. They are required to use public transport or their own cars for official duties. The county does not own any chauffeur-driven cars for purposes such as these and only hires cars exceptionally to meet special requirements. This is regarded here as the most cost effective way of dealing with the situation.

L K ROBINSON
Chief Executive
Hampshire

Letters for publication should be kept as brief as possible and typed on one side of the paper only. The Editor reserves the right to cut or amend them.

Letters should be addressed to: The Editor, The Times Educational Supplement, Priory House, St John's Lane, London EC1M 4BX.

FEATURES

Fields of combat

Waterloo may have been won on the playing fields of Eton but in the First World War it was more a matter of digging them up. Pamela Horn recalls how thousands of elementary schoolchildren were exploited and deprived of their education.

During the First World War, about five million Britons were recruited into the armed services, about 250,000 of whom had been working in agriculture. A whole range of new recruits were called upon to replace them and to meet the country's increasing need for home grown food. They included members of the Women's Land Army, disabled soldiers, German prisoners of war – and the nation's elementary school children.

The first demands for child labour were put forward by farmers' organizations as early as the autumn of 1914. Indeed, at a meeting of the Yorkshire Farmers Union at Doncaster in early October, someone suggested that where schools were being utilized as temporary accommodation by the military, the best thing would be "for all the lads to go on the farms and for all the teachers to go to the front".

A colleague agreed that it would be a great relief "if they could get boys between 12 and 14 years of age, some of whom could plough nicely". A little later a meeting of the Nottinghamshire Farmers Union pressed for the age of exemption from school attendance to be lowered still further, one man declaring that boys of 10 were sometimes "better and more helpful to a farmer than others who were 13 years old".

It was in these circumstances that more and more local authorities began to waive by-law requirements for school attendance, in order to allow young children to work on the land. By so doing they were turning back the clock of educational advance by more than a quarter of a century.

Already during the period September 1, 1914 to January 31, 1915, 1,388 boys and 25 girls below the official leaving age had been given exemption, 54 of the boys being under the age of 12. Nevertheless, the process was given its greatest boost in March 1915, when the Board of Education, the forerunner of the Department of Education, issued a circular recommending local authorities to exempt children from attendance where they were needed for "light" and "suitable" agricultural employment.

The numbers of those involved soon began to mount, until by May 31, 1916, the total for England and Wales had reached 14,441 boys and 1,312 girls, of whom 493 boys and 53 girls were under 12. Huntingdonshire alone had 122 boys under 12 excused, out of a total of 540 youngsters employed. In that county it was said that the schools had been "depleted" of boys between 13 and 14 years of age.

Eventually the Board of Education intervened to press the local authority to cut back on its wholesale granting of exemptions. After some discussion, it agreed reluctantly not to give further exemptions to those under 12 "unless there were special circumstances which made it necessary". No change was proposed with regard to those over 12. Another major "offender" was Somerset, which in late July 1916 had granted exemptions to 715 children, more than one in ten of them under 12. Often these children – in Somerset and elsewhere – were paid the derisory sum of less than one shilling a day for their labours. In Bedfordshire, rates as low as 3s. 6d. per week were quoted during the spring of 1917, and in neighbouring Hertfordshire it was only in the autumn of that year that the l.e.a. decided not to allow exemptions unless the children were paid at least one shilling a day.

Nor was this all. Alongside the exemptions system, other concessions were made to increase the opportunities for child employment. For example, from February 1917, the Board of Education allowed schools to receive their ordinary grants if they were open for a mere 320 sessions per annum instead of 400, as had previously been the case. This meant that they only had to be open for 160 days in the year in order to qualify for the grant. In addition, the hours of attendance were adjusted in some schools to fit in with the children's work plans. At Little Brickhill, Buckinghamshire, in the spring of 1916, the school day commenced at 8 am, with a lunch break taken between 10.30 and 11.30 am. Lessons ended at 1.40 pm and the children were then free for the rest of the day to work on local farms.

> *"It seems premature and unwise to release boys from school at the age of 12½ unless it has been definitely ascertained that no woman labour is available for the work if a suitable wage is offered. Work which is only worth 1½d. an hour to the farmer can hardly be regarded as being sufficiently valuable to justify the sacrifices involved."*
> *The Times Educational Supplement 25 Jan. 1917.*

Other arrangements included the employment of children during school hours to collect horse chestnuts and blackberries. This was initiated during the summer of 1917 in cooperation with the Food Controller, with the chestnuts used to replace flour used in the munitions industry, and the blackberries despatched to central depots, where they were made into jam for the armed forces. Formidable quantities were collected, it being pointed out that for every ton of horse chestnuts harvested, half a ton of grain could be saved for human consumption. Berkshire children alone collected over 50 tons of horse chestnuts during 1917, while a year later, with the scheme still in full operation, their Buckinghamshire counterparts collected 131 tons and 7 cwts of blackberries! At Little Brickhill school alone 143 lbs of these latter were collected during the week ending September 25, 1918, and between September 16 and October 30, more than 600 lbs were despatched to the depots from this school.

A third way in which the youngsters were expected to assist in food production was by the cultivation of additional school vegetable gardens – the so-called "victory" plots. As early as January 1917, the Board of Education was encouraging heads to extend their gardens, declaring itself anxious that children "should be made to feel that they are doing national work by growing vegetables for the nation's needs". It expressed the belief that "in time to come they will like to think that, young as they were, they did their part in the Great War". During that year, in the county of Durham alone, school gardens increased by 40 acres and in Hertfordshire by 27 acres.

But it was the question of child employment in agriculture which aroused the real controversy. The medical officer of the Board of Education expressed concern at the way in which children were being called upon to perform heavy labour. He recommended that "no child under 14 years of age should be exempted from education half-time or whole-time, for purposes of employment for profit".

The Times Educational Supplement displayed equal anxiety. In its issue of April 4, 1916, it expressed concern at the way in which youngsters were being "exploited at the present time". Although it agreed that regulations and conditions governing child employment had been laid down, it was sceptical that attendance officers were able to keep in touch with all the exempted children and to satisfy themselves that they were working under proper arrangements. Nine months later it returned to the attack, condemning as "premature and unwise" the practice of releasing boys of 12 years of age for employment, and claiming that the wages paid, of about 1½d per hour, could hardly be regarded "as sufficiently valuable to justify the sacrifices involved".

But the criticisms fell on deaf ears. Despite sporadic attempts to protect the under-12s from recruitment, the youngsters' general employment programme continued. By the end of 1916 only five counties – the Scilly Isles, the Isle of Wight, Cardigan, Carmarthen and Denbigh – had refused to grant exemptions. By contrast an estimate for the five counties of Leicestershire, the Holland division of Lincolnshire, Herefordshire, Rutland, and Worcestershire revealed that at the end of 1917 the total of exemptions granted was almost double that of a year earlier. All the evidence is that conditions elsewhere followed a similar pattern, and that the numbers employed continued to rise during 1918, when they may have reached as many as 50,000 throughout England and Wales.

It was on grounds such as these that one critic was later to declare that there was nothing "meaner in our war annals than this exploitation of childhood"; youngsters were "being robbed of their education whilst their natural protector was away fighting . . . in the trenches".

Two American observers, writing in 1918, considered that an increase "nothing short of appalling" had taken place in the number of working children between 11 and 14 who, prior to the war, would have been protected by child labour and compulsory school laws. The contrast was all the greater in that public and secondary school children, who normally came from better-off homes, were only required to lend a hand during their vacations, when special agricultural camps were set up for them. During the 1917 harvest, about 4,500 such boys were engaged. Although most of them worked hard, the programme was inevitably organized in a holiday atmosphere very different from the remorseless daily grind endured by their elementary counterparts engaged on the ordinary farming round.

These, then, were the pressures endured by elementary scholars growing up between 1914 and 1918, quite apart from the hardships and grief of those whose fathers were killed or seriously wounded in action and whose lives were changed for ever in consequence. As one Oxfordshire youngster recalled, by leaving school at 12 he lost all the benefits of his education. Instead, his working day began at 7 am and during that first summer of employment he and a friend worked long hours in the hay and corn harvest fields, as well as helping to feed the pigs and cattle. When the war ended he was too old to resume his school career.

Pamela Horn is a lecturer at Oxford Polytechnic.

Flax Gathering August 1918.

Eton Boys, March 1917.

FEATURES

Photos: Laurie Sparham.

We never close

Mike Durham finds the best place to spend the holidays is back in school

For three tense days last summer, the quiet streets of Leicester turned into a battleground. Some of the city's youth, both white and black, went on a rampage of looting and burning – leaving 112 properties damaged, eight police cars burned out, and 31 officers hurt.

The Moat Community College in Maidstone Road was in the thick of it. A spanking new school and community centre, it was on the front line – though never a target. Miraculously, not a single window was broken.

But this summer, the streets of Leicester have been silent. And on Maidstone Road, all the action has been going on not on the street outside, but in the college itself.

On a typical Monday morning the gymnasium echoed to the sound of 40 youngsters playing table tennis and badminton. Next door a party of 11-year-olds was having a crack at the college's 26 ft climbing wall, while outside a tennis class was in progress.

The Moat is one of 14 Leicester schools which have been kept open this year as a summer holiday youth activities centre. Determined to avoid a repeat of last year's unrest, the education authority and city council mounted a crash programme to open up schools, play groups and drop-in centres for the young.

This bold initiative, unsurpassed by any other city, appears to have paid off. Leicester's inner city streets have been quiet and the juvenile crime rate has dropped. Hundreds of young people have made the unexpected discovery that one of the best places to spend the long summer holiday is – back at school.

At The Moat, opened two years ago on the site of a former workhouse, the education authority funded a staff of four community youth workers and teachers to provide a full range of activities designed to attract children, unemployed school leavers, and adults.

As well as sports and games, there have been film shows at 30p a time and classes in everything from West Indian cookery to pottery and dance, pulling in up to 200 (mainly young) people a day. Most activities are free.

One of the community workers, Mike Parrant, acknowledges that the open door policy was spurred on by last year's riots – although, in common with other Leicester youth workers and educationists he believes that it would probably have come about anyway.

"Last year everywhere was shut as usual," he said. "There has always been the assumption that during the 'Leicester fortnight' in early July – when the schools break up earlier than in most cities – everybody would be off in Skegness on holiday.

"But with unemployment being what it is, most people were still around Leicester with nothing to do." Then came the riots. Plans for summer activities at the college were rapidly brought forward and expanded.

Similar projects were launched at other schools and colleges. In January, the county education authority and Leicester City Council set up a joint working party and the two bodies voted considerable funds for a coordinated summer activities scheme.

The result is that as well as the 14 county-run schools and colleges opened this year, the city laid on 78 play schemes in parks and open spaces, plus drop-in centres at youth clubs and community centres.

Mr Tony Davis, recently retired as deputy director of education, was appointed clerk of the county's urban policies sub-committee. He believes the youth activities programme could never have got off the ground without close cooperation between the two authorities. "It has been a model of how local government should work," he said.

Take-up at the various centres scattered across the city was encouraging – though by early August it had not been necessary to call on the minibuses which were on stand-by to ferry children from one centre to another.

Throughout, the emphasis has been not on classroom or learning activities for bored youngsters, but on entertainment and excitement – using school facilities has often been only a springboard to wider adventures.

Groups of children, supervised by part-time youth workers or volunteers, have been packed off on day trips, gone canoeing or sailing, or spent the day on a narrow boat.

"Some kids are a bit afraid of coming back to school in the holidays," said drama teacher Jezz Simons. "So we have done quite a lot outside. We want to give them something to remember."

Local schemes were publicized by posters, leaflets and advertisements in the local newspaper – though success often depended on news travelling by word of mouth.

At South Fields College of Further Education, for example, daily events in the youth wing were publicized well in advance by dropping 750 leaflets to local schools.

The neglected inner city suburb, in the shadow of Leicester Football Club's ground, is a priority zone with a high proportion of slums, one-parent families and households very close to the poverty line.

Until this summer the district had never had a community centre or youth club of any kind. Now there is a youth centre two nights a week at the further education college with activities three days a week in the summer as well.

During the holidays about 50 children a day were turning up to learn judo – taught by the local community policeman – use a craft workshop, mend motor-cycles and make their own video programmes.

When they review this year's programme one of the problems the authorities will have to solve is how best to deploy resources. The signs are that children have become discriminating enough to travel across the city to join a centre which offers the activities they want.

Nobody is prepared to say categorically that the Leicester experiment has been the main factor in preventing rioting this summer – or that it has been responsible for the drop in the juvenile crime rate.

"We were aware of the alienation already. The riots sharpened up all our thinking," said Stephen Rennie, Leicester City Council's play officer.

"But this is here to stay. People are going to have to get used to having schools and colleges open all year round. We are going to have to rethink our attitude to leisure."

Tony Davis agrees. "We talk about education for leisure," he said. "But we shall have to develop leisure facilities to a much greater degree than people have dreamt of in the past. This is just the beginning. It's here to stay."

TALKBACK

Primary French lives

RON ADDELMAN

Primary French is not quite dead. There are still here and there in the country pockets where it survives and even thrives in spite of the Burstall report (1974) and the shortage of modern languages teachers. Tameside Council in Greater Manchester has decided to launch in September 1982 a pilot scheme to link primary and secondary French, with a view to extending this to all schools in the authority if it proves successful.

Putting aside, the results of the much-disputed tests used by Dr Burstall and her colleagues, two of the major impediments to the success of that project were the lack of qualified linguists to teach in the primary schools and the lack of continuity between primary and secondary schools. Neither of these deficiencies will be present in the Tameside scheme.

Six qualified language teachers will spend half their teaching week with first form pupils in the secondary schools in which they are based and the rest of their time going to each of the main "feeder" primary schools to give two lessons a week to each group of fourth year juniors.

The aim of the scheme is to boost the level of attainment for foreign language learning and an early identification of able linguists who could study two foreign languages. The scheme aims to provide other benefits. It will offer a useful link between primary and secondary schools and introduce into primary schools a range of ideas, from the cultural background of other countries to language awareness, thus enriching the work of fourth year juniors who are so often ready for something new.

The problems this scheme may encounter are not hard to pinpoint but do not appear insuperable. Primary schools in the 1980s are increasingly forced to contend with vertically-grouped classes, an expedient forced upon them by falling rolls. The pilot scheme will be able to give some relief here by providing the teachers of mixed third and fourth year junior classes with the opportunity to teach third year junior pupils separately for two periods each week.

Class sizes will vary, as over twenty primary schools are participating. The problems involved in teaching larger groups may be alleviated by the use of specially designed equipment which will enable the teacher to work more easily in groups. Each appointee will have a portable miniature 12-position language laboratory which may be used with or without teacher participation.

The range of course used in the four high schools selected will make it impossible and unwise to insist on an identical teaching syllabus throughout the scheme. Nevertheless the work in the four groups of primary schools can still have some features in common.

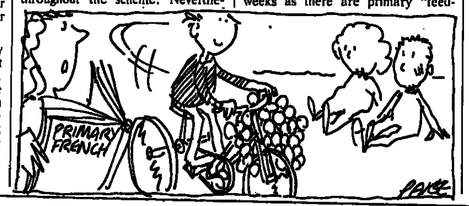
Not all Tameside head teachers are fully convinced that foreign language learning is worthwhile for children who have learning difficulties and are not proficient in their first language. However, most headteachers are anxious for slow learners to be included in the scheme.

The staff appointed are not experienced primary school teachers and it will be a considerable undertaking for them to adapt to their new peripatetic role. With this is mind, it is intended to carefully control their activities for the first half term of the scheme. For as many weeks as there are primary "feeders", they will work alongside each top class junior teacher for a week at a time, in the hope that working alongside an experienced primary teacher, will give them some insight into the techniques they may adopt.

During this initial period no French will be taught. There will also be in-service work with members of the advisory service and visits to good primary schools.

There will be no central directive concerning methodology. It is expected that the approach will stress oral and aural work, avoid grammar, concentrate on a situational approach with a generous injection of language games. English, it is hoped, will be kept to a minimum.

The limited amount of time which the languages staff will spend in each school will make it difficult for them to become deeply involved in language awareness, cultural background or interdisciplinary links. They do hope, however, to interest their primary colleagues in these topics and fully expect their pupils to want some aspects of their work to spread into the rest of their learning week.



Ron Addelman is an adviser in Tameside, Greater Manchester

The maths bogey man

ALISON FORBES

Like many of my friends at school, I was in the bottom stream for maths, debarred from general science and relegated to biology. Sporting our "thickies" label, we soon fulfilled the old prophecy and spent more time painting our nails and discussing boyfriends, while our mathematical abilities deteriorated. Maybe one day, we would become the creative, artistic types who didn't need maths anyway. That year, I received an ignominious failure and duly tore up the exam result slip.

As an adult, more than 10 years later, I decided to have another bash. I would take day-time classes in the college where I work, so there would be no excuses. I consulted my colleagues as to the choice of teacher and found someone with a sense of humour and, above all, an unthreatening manner.

I settled in easily, not too near the front, and soon adopted a student's behaviour, packing up at five minutes to the hour and facing the teacher's glare. But I had to stand up and be counted. I, too, was called a nit-wit in front of the whole class and ridiculed for silly mistakes.

But not now the humourless ogre, the punitive assignments and the spiteful comments. No quaking in your shoes, too frightened to ask a question. I asked loads. The students didn't, not because they weren't interested but because they had learned to accept what they were told.

They had the right idea. I now realize. I, on the other hand, was a literal-minded English lecturer, wanting verbal explanations, definitions, meanings. Give me some mathematical syntax and I'll analyse it. Give me a word for a symbol and I'll digest it. But no, this was not to be. I had to learn the language of mathematics.

The first term was plain sailing – lots of traditional stuff: algebra, fractions and formulae. All you had to do was remember a minus and a minus make a plus and when you remove the brackets, you change the sign; no problem.

The spring term started and we dived straight into calculus, the subject traditionally guaranteed to finish off the non-mathematician and I was a prime candidate. Sitting at my desk, trying desperately to do my homework, I could feel the old anxiety returning like a rising tide: the increased pulse, racing heart, tired eyes, incipient headache. Yes, it was all there, steel curtain and all. Damn! The dreaded learning block, like the Bogey Man, waiting for me under the bed. Old anxieties die hard.

The maths lecturers continued to rib me: she's got a fit of the trigonometrical. But I could not appreciate any mathematical jokes. They didn't understand, those mathematicians in their lofty towers. I simply had to overcome this acute panic which beset me when I came up against a problem I could not do. I must have spent days on sets, drawing thousands of the wretched things, discussing their significance with a loyal friend. It was ridiculous. Junior school children know and love them. Surely I had progressed beyond Piaget's stage of formal operations.

Determined not to let the Bogey Man get the better of me, I persisted, grasping gratefully at the successes and plunging headlong with the failures.

I gradually became more confident and slowly gained a certain insight, which allowed me to apply what I knew. And this ability to extrapolate reflected the greatest progress. I became exhilarated and expressed a new perspicacity which pervaded the rest of my life.

With exams looming, there was no time for self-doubt. Using a calculator had forced me to overcome my old-fashioned prejudice – the idea that technology had nothing to do with me. So I bounced into the exam hall and will certainly be the first to the front door at the end of August.

Alison Forbes is a Lecturer in English, at Waltham Forest College, London.

DIY thesis

MARY RUSSELL

Most students have to present a thesis only once in their lives. But, unfortunately, they have to do so at a time when they are under some stress – the course is nt an end and employment or, more likely, unemployment threatens. Money is short and the euphoria engendered by actually getting everything down on paper has begun to fade.

It is useful, therefore, to give a little thought on how to get a thesis typed and bound satisfactorily without spending more than is necessary.

There are plenty of people eager to type your thesis and they usually advertise on university notice boards. Agencies will charge more, a lot more, but they will work fast, use good machines and probably photocopy as well.

Some typists will simply type what they see. They may not spot errors or spelling mistakes. Some typists, like some graduates, cannot spell. One notice on a university board advertised typing to be done on both A4 and fullscap (sic).

The more conscientious typists will insist, quite rightly, that you check their work every thousand words or so. This makes good sense but remember that it will take time as they may not proceed with the next chapter until you've checked the previous one.

They may even want to be paid on that basis also. Charges vary from 40p to £2.50 per thousand words. In this case, it is vital that precious time is not wasted deciphering your script. If you have illegible handwriting, then put your thesis on tape. Most typists can work with tapes, but discuss speed with them first.

Universities usually require three copies of a thesis – one for the library and one each for the examiners although one of these copies may later be returned to the candidate. In all, you will need the regulation number of copies plus one or more for yourself. An agency will copy for you or you can do so yourself. This usually works out at 4p a sheet.

The next stage is binding. This is fairly standard – hard-back black covers with lettering in gold. Prices, however, are not standard and range from £5 to £12 a copy. Binderies are, sadly, on the decrease. The Bodleian at Oxford has an agreement which tolerates its bindary being used for a discretionary fee provided the work is not done during their time.

Oxford University suggests an outlay of £250 to £300 for DPhil thesis; and MA for a more modest university might cost from £100 to £150.

There is no element in the grant to cover this final cost and the National Union of Students has raised this matter from time to time.

If, however, you feel you can cross over from the Groves of Academe to the field of technology, then you might try a DIY thesis on a word processor. Not everyone has access to one but Daily Information, a group which produces a daily newsheet in Oxford, has been offering such a service for the past three years.

With a world processor, you can edit as you go along – no need to type up a rough draft. Daily Information has a number of word processors in the Phillips 5000 series which they reckon a brighter than average person can learn to handle in about three hours. Costs work out at about £4 per thousand words. The cost may well be outweighed by the time saved.

The machine will paginate and tabulate, knows its tables and can sort lists. There is also a smaller, take-home word-processors which can be hired out at £3 a day. You cannot edit very effectively on these but the text can be transferred to tape and then to a disc in a matter of seconds.

Not only does this service include splendidly flexible working hours – you can save a lot of money by using the machine between midnight and 8 am – but Daily Information also claims to have the only Anglo-Saxon printweel in the business.

Mary Russell was a research student last year.

Bring back inspections

ALMA TONGUE

The 1960s and 70s saw a proliferation of "the integrated day" "let the child grow" "meaningful experiences" and so on. A successful interview for a teaching post or headship required (and still requires) an ability to convince the panel you not only know of such things but have them carved on your soul.

We have "the psychology of play," "the sociology of play", not to mention the incredible influences of "philosophy" with the removal of classroom walls, desks out and tables-in-groups in, motivation to the fore, and an emphasis on the child as learner.

Children must not be hemmed in by orders such as don't talk, don't move, don't get out of line, don't ask questions, don't fidget, don't make a noise.

In return we now seem to be saying, at least for some schools: "You may talk even though it may disturb others and affect your concentration. You may move around although it may be of no educational value and cause friction. You do not need to line up although it may cause injuries when you all try to push through the door. You may ask questions although they may be completely irrelevant to the lesson and rudely interrupt a person talking at the time. You may fidget about although it is distracting to other people trying to work. You may make a noise although the majority of the class want peace and quiet."

The subsequent proliferation of books on such matters, coupled with the Government's concern for standards leaves me feeling that despite all the books written on the "philosophy of education" and "philosophy and education," we have not yet sorted out what education, in the school sense, is about.

To give the Government its due, it has tried to find answers but it seems that the main confusion lies in the lack of definition of the curriculum. Some education authorities and schools see it in terms of just the content. Some governors, and parents, may wish to add, teaching methods. Yet I suppose the crucial aspect is really evaluation of what, even is attempted.

Dare one ask, "where is the inspectorate?"

One school I recently visited refused to systematically teach children to read from the age of four. "Haven't you heard of reading readiness". When they have all experienced Piaget's sensori-motor stage, we feel they are ready for more concrete learning", said one very confident head.

"Cuisennaire is the answer to all mathematical understanding." Is it? "Vertical grouping is the answer," insists a colleague. "Five-year-olds should not write on lines." Why? one wonders. Do they not have access to lined paper at home?

My biggest concern, however, is the almost mesmeric attitude to sand and water play and the inevitable Wendy House. Yes I know page 18 of *Primary Education* (HMSO 1959) states that "young children need plenty of opportunities to use and develop their senses," but in 1959 very few nursery schools existed. Playgroups were unheard of and the mass media such as TV was not geared to our present day demands.

Human nature being what it is, we need a greater and more critical Inspectorate. Accountability must not only be an "in-word" but also an "action-word".

The educational profession should but putting its house in order with backing and support of the DES. If will rightly, tell us exactly what to do with their rates and taxes.

Alma Tongue is head teacher of Stakes Hill County First School, Waterlooville, Hampshire.

REVIEW

A good and useful life

Jenny Oldfield and A J S Walker on prison education

Prison Education in England and Wales. Edited by W Forster.
National Institute of Adult Education £4.75.
In the Best Interest of the Child; An Evaluation of Assessment Centres. By Jerry Jacobs.
Pergamon Press £7.95.
A Measure of Diversion? Case Studies in Intermediate Treatment. Edited by R Adams, S Allard et al.
National Youth Bureau £6.95.

Can you teach old dogs new tricks? Or old lags the knack of literacy and numeracy? Contributors to *Prison Education in England and Wales* are often unduly confident that you can. In prison, inmates study OU courses, O and A levels. Did you read in *The Guinness Book of Records* about the lifer who has clocked up 49 GCEs? Cynics might quickly point out further similarities between the organization and aims of school and prison.

The education officers writing here are indebted to the Home Office for their jobs as well as their access to information, and it shows in a narrow, uncritical assessment of "Classes". A S Baxendale's historical outline talks of "unsung heroes of prison education", and preaches "patience and forbearance" in his conciliatory alignment with traditionalists. W B Burkey puts his faith in vocational training, to build an inmate's self-confidence, to fit him for a job on release – into a sociey with three million unemployed? All the writers aspire to the "good and useful life" model of the 1964 Prison Rules, without any evidence of success.

J Uren must have been in cloud-cuckoo land rather than HMP Kirkham, or had his head buried in Goethe, with all the talk of nurturing the essential self by making soft toys and matchstick boxes. His insistence that craftwork builds "self-esteem and dignity" is manifestly untrue when you see 30 grown men in an education block corridor, clutching pink teddy bears.

Once in a while, a serious question arises. How does a teacher in prison fit into the security/control/treatment ethos of incarceration? All teachers are warned by a senior PO to report any overheard information, subversive talk and behaviour. They're paid by the Home Office.

Occasionally, a principle worth remembering is reiterated: that each student should begin as an achiever, "and that progressive steps should demonstrate to him his ever-widening range of abilities." This chapter on remedial education is by far the most sound in a repetitive, shallow study. What of the quality of teaching, the recruitment of part-timers, the time-serving nature of the job? How can education draw people out, broaden their experience in such a straitened set of circumstances? Don't 49 GCEs merely teach you what you are missing?

In the Best Interest of the Child shows how the system fails much earlier along the line. Jerry Jacobs breezed into a London Assessment Centre with his American professorship in sociology and emerged with a total condemnation of Greater London's failure to assess and help battered, runaway and school phobic children. Buildings are inappropriate, training for resident child care officers non existent, the acting-superintendant unprofessional, dictatorial – "loud, open, brash and earthy."

Professor Jacobs records staff dissatisfaction, rivalries and revulsion from the job: "The whole atmosphere reminded me . . . like the smell of mental hospitals . . . a kind of over control that I didn't like", says one junior staff member. He cites the vagueness of consultant psychiatrists and their lack of contact with the children whose futures they are deciding. But he doesn't name the centre, and so affords it no right of reply. He draws the tooth of his violent attack and anaesthetizes the beast with anonymity. How can he suggest improvements without properly identifying the failure?

Although it *seems* true and shameful, the study relies on the writer's subjective reaction and personal assessment, backed up by quotations from taped comments from staff and resident children. British social workers don't often enthuse about their jobs. American sociologists do believe in training certificates. And sadly, in this book, neither seem to know how to handle problem children.

The radical editorial stance of *A Measure of Diversion* brings a breath of fresh air. These are case studies in Intermediate Treatment for just such children, ranging from Tyn-y-Pwll, to Dundee, to Pontefract. They assess and dismiss the justice (delinquency as a disease), treatment and educational (we know best) approaches to juvenile crime, and support the need for social change. Many centres are voluntary aided, some in the great outdoors, but increasingly centred in the child's urban community. Each writer tries hard to understand the outcast adolescent's viewpoint and communicates an energy and commitment which is genuinely uplifting.

Intermediate Treatment's decade of experimentation pushes the editors to conclude that it should cater for more serious offenders, and be staffed by specialised social workers. Most radically, the balance of power should shift to the "customer", the emotionally deprived, alienated children. Then perhaps fewer will write from prison, saying how much they used to enjoy the centre.

J O

Making Good: Prisons, Punishment and Beyond. By Martin Wright
Burnett Books £12.95 and £5.95

Anyone teaching a course in general social studies which includes such topics as law and order and crime and punishment will find Martin Wright's book extremely useful. Oxbridge scholarship candidates might want to glance through it before their general essay papers. Since Wright is not concerned with sociological perspectives his book has little to offer A level sociology candidates or their teachers. Those FE lecturers who teach in prisons will find his treatment of prison education superficial and naïve. He fails to appreciate that the biggest obstacle to realizing the very considerable educational potential of prisons is the massive educational deprivation of Prison Service Staff of all grades. The men at the top of the Prison Department of the Home Office are another obstacle. Because of their Oxbridge tunnel-vision they would probably find educated prisoners as threatening as educated prison governors.

Ten years as Director of the Howard League taught Wright more about alternatives to imprisonment than about the prison system. Grendon is used by the Home Office as a show-piece. Both its staff and prisoners are expert PR men. Some research has shown that its psychotherapeutic regime is no more effective at preventing re-offending than a traditional custodial regime. Although the research was carried out by Home Office psychologists, it never reduced Wright's enthusiasm for an establishment which accepts only very verbal and cooperative prisoners with merely minor psychiatric disorders and has them swiftly removed to traditional establishments if they do not behave as model members of a therapeutic community willing to discuss their problems endlessly at all hours of the day and night. In his book Wright seems if anything to be more sceptical about the Barlinnie Special Unit than about Grendon. The Barlinnie Unit was educational as well as therapeutic, and laid emphasis on prisoner's positive qualities and so might have been expected to have received more enthusiastic support than it does from Wright, who is nevertheless in favour of this type of regime in general.

The section of the book on alternatives to imprisonment is excellent. Wright's ideas on the future of the probation service are in line with many of the recommendations of the Barclay Report on general social work. When he deals with punishment he moves towards the outline of his current research, with which the book ends. His section on punishment would have been considerably strengthened by a consideration of the relevant work of the philosopher Ted Honderich. Few philosophical works are of any practical consequence, but Honderich's book on punishment is an exception.

Wright wants us to deal with crime in a quasi civil law context, in which victims will be compensated instead of offenders punished. The idea is not novel but is excellent and worth elaborating. MPs who resolutely vote against hanging should be capable of voting for it, but would they? The present Home Secretary gave up trying to achieve much more modest reforms. The idea that the vast majority of criminals are neither wicked and deserving punishment nor sick and requiring treatment can still seem radical. Punishment as Honderich shows us cannot be justified, but shaking belief in it will be a massive task. Wright deserves our support.

A W

Sociology Reinterpreted. By Peter L Berger and Hansfried Kellner.
Pelican Books £1.75.

Limited Utopia

David Martin on approaches to sociology

One of the best-sellers in sociology has been Peter Berger's *Invitation to Sociology*. The present book, written by Berger with Hansfried Kellner, renews the invitation, and in doing so offers a defence of the nature of sociology. It is, as the sub-title says, "An essay on Method and Vocation". That means that everyone who wants a short introduction to the various substantive areas of sociology will be disappointed. What we have here is an induction into what is involved in sociological work: the mode of approach, the style of analysis, the problems of value and of application.

Anyone who has read Berger knows that he has a remarkable talent for fluent, brilliant writing and for lighting up dense argument by nice deployment of examples. With remarkable ease he makes the crooked straight and the rough place plain. He is the ideal author for those who have no previous knowledge and yet who want a serious text which does not talk down or turn aside from troublesome problems. Berger and Kellner have the kind of control of difficult issues which enables them to shed most technical jargon and to summarize with lapidary ease. Every now and then they use a technical term, but the surrounding sentences are so clear that the term is immediately appropriated by the reader. The hint of technicality is enough to educate and not so much as to confuse.

Berger and Kellner can do this because they have a knowledge of the relevant ancillary disciplines of sociology. What gives sociology a bad name is the work of those who have only read their sociology. To misapply Kipling "What should they know of sociology who only sociology know?" To treat the subject in the round you have to draw on history, anthropology and political science, and your treatment will also be further enriched if you have mastered social and moral philosophy and epistemology. After all, epistemology is about the question of how we know, and that is a peculiarly delicate question in the social sciences. What are the criteria of social knowledge and how does what a sociologist knows differ from everyday understanding? A great deal of this book is given up to illustrating just how a sociologist approaches a subject of investigation and what frames of understanding and interpretation he deploys.

Sociology is a subject which raises rather special problems of relativity and of human freedom. Those who enter the sociological novitiate often find themselves with a crisis of faith with regard to what they once saw as firm foundations of values or the normal nature of conduct and institutional organization. They have to face a relativization of perspective which can be disturbing because it places question marks against what they took to be immutable verities and sets limits upon their utopian hopes for social reform. In other words, conservatives encounter a subversion of their natural, taken-for-granted ideas and radicals encounter a short sharp curtailment of their unrealistic presuppositions. To survive this encounter requires a special kind of intellectual asceticism which amounts to a vocation.

Many are called to this vocation, or were so called in previous generations of students. Then there was a period of disappointment because few were chosen – or chose – to cope with the disciplines of the vocation. Some confronted the limits of social action by turning from sociological analysis to ideology, making their knowledge a launching pad for revolution. Others turned aside and sought to reduce and distort the sociological vision of the world by engaging in strict practicality in the service of technocracy. Both these alternatives are set aside by Berger and Kellner. They show a Middle Way between utopian ideology and mere discrete practicality. In doing this they rebut the accusations of those who believe that sociology is a pseudo-science providing cover either for political motivations or for manipulative social engineering. Sociology emerges as a mode of understanding, exciting, illuminating, and, in our modern world, a necessary part of the equipment of those who want to see life and the social world steady and whole. It is precisely that Arnoldian and classic vision which disciplined sociology can subserve.

ARTS

Behind the masquerade

Victoria Neumark on the Notting Hill Carnival

Above the door of the Elimu community centre in Harrow Road hangs a gay stencilled sign, "Welcome to the mas camp". Inside, feverish preparations for this year's Notting Hill Carnival are in progress. Every spare inch is filled with people cutting out, sticking, drawing, stitching and pressing this year's costumes. This year Elimu will be "Land of the Caribs" and wonderfully bedecked Carib men and Carib women will be dancing with male and female vandas (a species of orchid) and led in groups by scarlet ibises. For one Bank Holiday weekend the exuberance of Trinidad will blossom on the streets of West London.

Preparation for the Carnival begins almost as soon as the previous Carnival is over, with the band committee meeting in September to decide a theme for the next year's mas (short for "masquerade"). A mas band is not just a collection of musicians (Elimu's musicians are the Groovers Steel Orchestra) but the whole collection of players – 200 or more this year.

Elimu, which functions throughout the year as a community education centre, is mostly a youth band, and mostly female. Says Patricia Jaggs, senior youth worker at Elimu, "More women than men play mas. We are a lot of women working together and we attract yet more women." Ansell Wong, Elimu's director, concurs. "Sixty seven per cent of London's black British population is of Jamaican origin. Carnival is not in their tradition. It's an Eastern Caribbean thing. For young Jamaican boys, putting on a costume is not their idea of fun or masculinity. But young black girls enjoy expressing themselves in costume."

Sensation-hungry publicity to the contrary, the Carnival is a high spot of high spirits and high self esteem amongst young black Londoners. It is not some aimless orgy of drink and drugs but a ceremonious affair of music and dance and *communitas*: a statement of colour against a background too often, like the Harrow Road, too grey. Elimu, harnessing this energy into educational avenues, gets grants from charities, the Community Relations Council and the local council, perhaps because it is clear, as Ms Jaggs says, that "if you give people new ideas then

Members of Carnival Industrial Project trying out their costumes

crime becomes less of a priority." More importantly, by preparing in schools and in the centre throughout the year, by encouraging schoolchildren to read and research the annual theme, by initiating craft activities whose end product will be admired by thousands on the streets, the community centre can start to form a link for its band between productive endeavour and "a good proud day for the youth".

Such sober considerations, the advances in screen-printed or tapestry techniques, are far from the minds of the excited maskers. Estelle, an experienced masker of 16 and last year's Diablesse, explains the pattern of the day. "You wake up early, come here and get into costume, put on your make-up. That takes about three – four hours. Everyone is really excited. Then we gather on the pavement. Some people are so big in costume that you can't get them through the door! There's always a crowd on the pavement with cameras waiting to see. About 12 o'clock we set off, we always go the same route and we have the same four or five police-

Carnival Calamity of Cocoyes wearing The Feline Touch

men, who really get into it with us. We stop at Ansell's house and have food provided by the community – it's great, everybody is drinking and laughing, just everybody. Then we play all down round Ladbroke Grove. Some people go on all night. The crowds try and get in among the players but you want your mas to look good so you try to keep together. You learn and you can better your mas each year."

Ansell Wong sees the role of the youth workers as nurturing and developing the tradition of carnival, adapting it to its surroundings. One big difference is that the spectators – in the Caribbean, are involved, whereas in Britain (policemen apart) the spectators are cold. Some of this sangfroid rubs off on the boys who, according to Estelle, "see it as a waste, all that effort just for one day". Down at the Carnival Industrial Project on Ladbroke Grove, however, boys are heavily involved.

Recently CIP has gained YOP status for its programme of vocational training centred on the carnival. Welding, costume-making, leathercraft, silkscreen printing and steel pan making are begin taught by 10 staff to a minimum of 38 trainees at present, mostly boys who will see their year's work culminate in three Carnival floats. Welding – highest status, best paid, most exciting – is the most popular with both sexes, though so far only boys have started on it. The practical training is also used as a springboard for literacy and numeracy skills, whose practical value becomes apparent.

The real need for work in the area is painfully apparent. In the hour I spent at CIP tours of the workrooms and interviews with the staff were constantly interrupted by bright-eyed youngsters asking "Excuse me, have you any part-time jobs?" with a heartbreaking undercurrent of pleading beneath their neat politeness. Victor Critcholow, the director, has taken on an outreach worker to find his trainees jobs. Notting Hill is full of new housing projects, but almost disilute of light industry. Gesturing around the workshops where pieces of metal are being elaborately joined together, where tee-shirts and yard os cloth are being printed, sandals stiched and posters run off, where the poison-bright bee and fish costumes are nearing completion and four boys are learning how to use a seven pound sledge hammer on an oil drum to make it sing the songs of Carnival, Victor Critchlow says quietly, "The money has a bit to do with it, but they want something to do as well. A lot of us thought, after the Carnival, why not keep it going and teach the youngsters something?"

Musical movements

Popular Music. By Graham Vulliamy and Edward Lee.
Routledge and Kegan Paul. £4.95. 0 7100 0895 3.
Folksong and Music Hall. By Edward Lee. 0902 X. Tin Pan Alley. By John Shepherd. 0904 6. Jazz and Blues. By Graham Vulliamy. 08945. Rock 'n' Roll. By Dave Rogers. 0938 0.
Routledge and Kegan Paul £5.95 each.

Popular Music is the teacher's guide for the new Routledge Popular Music Series, of which the first four of eight volumes have appeared. They are robustly produced in hardback with a wide left hand margin that gives them an academic look, although a slightly larger than normal typeface means that reading them appears to be deceptively rapid. The subject matter would be suitable for upper school examination classes in a variety of subjects: social studies, English, history and drama, as well as music.

Issues are clearly presented in a narrative or documentary style which avoids indigestible gobets of factual information and resists attempts to copy verbatim for essay purposes. There are numerous black and white photographs, much original source material – lyrics, interviews, reviews, newspaper cuttings, etc – glossaries of musical terms (usually items of general knowledge which are given useful further amplification), source lists, suggestions for further reading and indexes – all the trappings indeed of well researched and edited academic texts, ideal for project work. The four volumes are suitably cross-referenced, and while there is some natural duplication of material (for example, ragtime, rhythm and blues and rock 'n' roll itself) the alternative viewpoints are valuable.

The volumes are not equally successful, however. *Folksong and Music Hall* suffers from too wide a brief and is consequently less formally cohesive than *Rock 'n' Roll*, for instance, whose history is contained within ten years from 1950. It is also more difficult to generalize about nineteenth century conditions in Britain: the musical situation was often quite different in the North East or Wales, or the Midlands or Lowland Scotland, and music hall's development was not restricted to Cockney London, as the examples imply. Curiously, the best book on music hall is absent from the reference lists: Peter Honri's *Working the Halls*. Both *Folksong and Music Hall*, and *Tin Pan Alley* really need some music examples to complement the excellent selections of lyrics; better still, a compilation cassette for each volume should be seriously considered.

Dave Rogers' *Rock 'n' Roll* has the greatest impact, thanks to the sense of immediacy generated by a large volume of documentary evidence. Tommy Steele's verbatim recollection of a fire officer and fire buckets "guarding" their amplifiers (which looked like early wireless sets) on stage, is a good example. The *Daily Sketch* reported how, in West Ham, "after 120 youths were ejected from a Stratford cinema, several were seen shouting, whistling and jumping over flower beds opposite the cinema." The report began: "Rhythm-crazed teenagers terrorised a city last night." But there are also insights, such as the "dead-end" effect of the three year gap between leaving school and National Service helping to isolate youth as a social force.

The teacher's guide is not so much a guide as a basis for action, almost philosophical in tone. Although there are chapters on rhythm, singing, melody and harmony, orchestration, lyrics, youth and black cultures, they tend somewhat towards the idealized: an outline course in rhythm sets out a whole year's work, for example. In their anxiety to put forward alternative criteria for evaluating popular music, the authors occasionally make the same mistake as their accused, by applying overtly isolationist analytical techniques to popular music and accenting the differences between it and "classical" music. More seriously, they have confused socio-functional aspects of music with technical and formal ones. It is a pity that their perfectly valid criteria were not applied to all musics, thus emphasizing the similarities rather than the differences.

Andrew Peggie

Loosely linked lunacy

The Bread and Butter Trade. By Peter Terson.
The National Youth Theatre. Shaw Theatre.

It all starts the morning Nick the assistant porter takes up writing. It ends – Peter Terson's farce *The Bread and Butter Trade*, this is – with Nick congratulating himself on having given us "a cracking plot".

That only goes to show how much he's still to learn, for there isn't really a plot at all, just a lot of loosely linked lunacy: Nick's account of a day at a Bayswater hotel. "I am a camera", he says, and there he's dead right. Lurking in strategic corners of the foyer (an excellent, evocative set by Humphrey Jaegar) he gives us not so much a play as a set of instamatic snaps of staff and guests. There's the Acting Manager pursued by a drunken Training Officer, an awful boy stuck in the lift and a mutinous French chef (Angus Barnett); there are football fans, finicky dance drama fanatics, diamond thieves, wife-swappers and key snatchers.

And very entertaining they were too; Nick's set of snaps in fact had less than the usual quota of underexposed and out of focus shots. Directing the production – pacing all these into the album as it were – Michael Croft and Graham Chinn drew some stroag performances from their 40-strong National Youth Theatre company. Tony Howes played Nick with perky assurance; Jenny Grier was a dragon of a Housekeeper, and Karl Dowding doubled well as one of the dancers and an irate America. But to call the piece a farce, even an "epic farce", is misleading. To adapt Brian Rix's phrase, I know a farce from my elbow. This was neither. Entertaining, but neither.

Hugh David

Small contribution

Byron Tonight. By Margaret J. Howell.
Springwood Book £7.95. 086254 0070.

Byron Tonight takes us on stage with Macready, Kean fils, Phelps and others as they struggled to win popular success with Byron's unactable dramas. Five chapters deal sequentially with Marino Fallero, Sardanapalus, Manfred, The Two Foscari and Werner examining each play in production. The examination shows Byron incapable of writing theatrical plays: "dull, overwritten, devoid of dramatic interest" are a few contemporary opinions. Since Byron disdained popular theatrical success, it is a tale of wasted energies. Margaret Howell rattles through its easily though repetitively, adding her small contribution to Byron studies and another expensive book to the Byron industry.

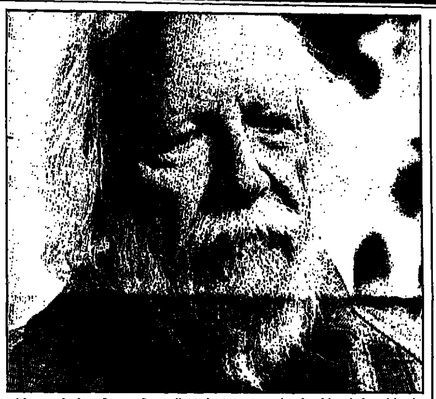
John Jarlett

BOOKS

Golding apples

Edward Blishen on a collection of writings by the author of "Lord of the Flies"

A Moving Target. By William Golding.
Faber £8.95. 0 571 11822 4.



If Mr Golding's book was an orchard, Id be coming out of it with scrumper's pockets bulging. There'd be what he says of one of many memories of that marvellous object of his affection, Salisbury Cathedral – "washed from below with the reflected whiteness of a million open daisies". There's his view of Pepys's diary: "An honest record of dishonesty". There's the indescribability of war: "We have invented a limit to literature". Elsewhere there's an apparent contradiction (but Golding is always sighing over Golding, caught out in some inconsistency): of writers he says, "It is our business to describe the indescribable". There's Jane Austen as satirist, not destroying her victims with flashes of lightning but roasting them "over a fire so slow and nicely judged . . . " There's his account of his own essential quality, astonishment: which his present age – 70 – enables him to say does not necessarily fade, a younger trait: "It is possible to live astonished for a long time." There are, indeed, the constant reminders of that astonishment, scattered through these reprinted articles, talks, lectures; a review entitled "Gaia Lives, OK?", for example, that speaks of 'an aspect of that invaluable amazement, his obsession with the customary human view of things – the earth, especially the sea – and his everlasting attempt, of which his fiction is full, to disaccustom himself. What an amazingly good writer and splendidly awkward and original man he is, this book demonstrates with particular force. In collected bits and pieces you don't usually have this feeling of a man struggling against all ease of opinion, all facility of phrasing. "I am in a mess," he cries, in mid-argument: elsewhere, "I fumble." It's the more impressive because words obey him so beautifully. Plesant, indeed, to see that skill under smaller pressure than usual: as in two pieces in the first section of the book, which is called "Places" – an account of his affection for Winchester Cathedral, lapsing into a confession of his even greater love for Salisbury: and a record of a trip in his "old boat, the Wild Rose" ("She has a sort of eccentric inelegance") through Dutch waterways.

But then again come pieces in which Golding, able to say things so well, wrestles with Golding, so doubtful if anything useful has been said. So here's an account of his lifelong engagement with ancient Egypt. To begin with, it was all inside, a matter of obsession with mummies, with the fearful paradox that those living Egyptians had turned themselves into dead Egyptians who simply wouldn't go away. He writes of an encounter when he was a boy with a British Museum curator who let him help with the unwrapping of a mummy. He told his parents of it: won praise for a school essay describing it: to this day can remember every detail. And it didn't happen. From such inventive inwardness he turns to his attempt, which had to wait till 1976, to acquire an actual outside view of Egypt. This is an essay on the impossibility of ever seeing that old world. He rages rather ("I am subject to rages") at the difficulty of it. "In this old land so new to us day after day our eyes were dragged out of our heads by beauty and strangeness." "We had too much to look at and were going blind with too much seeing." "Perhaps the lesson was that quaintness of going to a country of forty million live Egyptians and expecting to confine your attention to the work of half a million dead ones."

That's only a corner of the orchard. In other fruitful quarters there are unusual, sharp things said about writing: including an outburst of a statement about the book that had made him "the raw material of an academic light industry." "The theme of *Lord of the Flies*," he exclaims, "is grief, sheer grief, grief, grief."

Hughes heights

Selected Poems, 1957–1981. By Ted Hughes.
Faber £4.95. 0 571 11877 1. £2.50. 11916 6.

Perhaps the most interesting thing about this book, which incorporates almost unchanged his 1972 selection from his first three volumes, is the clear emergence in Ted Hughes of a poet with two distinct voices.

The first is that of the acute observer and exact delineator of the natural world: of those early predators – Fox, Jaguar, Hawk or Pike in *The Hawk In the Rain* or – still his best volume? – *Lupercal*; of the pageant of the changing year in *Season Songs*; of farming life in the "Moortown" sequence; of the Yorkshire splendours and miseries in *Remains of Elmet*; or in the odd poem turning up anywhere. This is the side consistently played down by Hughes, yet he must know how good some of this poetry is, eg the vivid actuality of the farming diary, revealing, without a trace of sentimentality, the tender compassion that underlies their harsh, unflinching realism.

The second voice, which to Hughes is the more important, is the voice of the visionary who sees his living animals becoming, at the same time, symbolic, mythological archetypes; and himself, shaman-like, seeking to heal the breach between the human and non-human worlds. The books where symbol or myth predominates are *Crow*, *Cave Birds*, *Gaudete*, the "Earth-Numb" section of *Moortown*, and the separate entities in that book: *Prometheus on his Crag* and *Adam and the Sacred Nine*.

These voices are, on the whole, adequately and discriminatingly illustrated here, though certain volumes do not lend themselves to representative selection: it is useless to print unillustrated poems from *Cave Birds* after a Note stresses the interdependence of verses and drawings; and the same applies to *Under the North Star*; but Hughes's poems stay sufficiently impressive apart from Fay Goodwin's splendid photographs to justify the selection from *Remains of Elmet*. On the other hand, the 14 delicate lyrics from the Epilogue to *Gaudete* are at total variance with the nightmarish long verse narrative.

The general principle in selection has been to tone down the violence, cruelty and horrors in the first three books, and the blasphemy and obscenity of *Crow*, by the omission of poems, wholly or in part. It looks, in fact, as though *Crow* has become something of an embarrassment to Hughes, who has here reduced its 67 lyrics to 17, only 10 of which, out of context, are recognizably Crow poems; and *Crow* itself is now described simply as "relating the birth, upbringing and adventures of a protagonist of that name." Only *Wodwo*, that "interim volume" as Calvin Bedient called it, seems over-represented by 30 of its 40 poems. It certainly lacks the unity Hughes claimed for it, being an odd mixture, ranging from the stark realism of "Her Husband" to the mythological allusiveness of "Ghost Crabs."

Selected Poems, 1957–1981 is completed by three poems from a new sequence, "The River", and two uncollected, one a splendid poem addressed to Sylvia Plath, "You hated Spain." When all reservations have been made this is an impressive selection from a poet still writing in full spate, and still probably not at the height of his powers.

Hermann Peschmann

Multi-ethnic

Teaching in the Multi-Cultural School. Edited by James Lynch.
Ward Lock Educational £12.50. 0 7962 4042 1. £7.25. 0 7062 4130 4.

This year, reports from Rampton, the Schools Council and Keele University for DES reiterate that schools do not serve ethnic minorities well. Teachers wanting to buck the slow official system should read *Teaching in the Multi-Cultural School* for ideas from practitioners on the curriculum and resources; ideas, not solutions, the authors stress.

From the grim introductory picture of poor educational theory, through projects to integrate minorities in art, music, humanities, science, there emerges a will to do better. Eileen McGowan especially has a direct way of telling us that mathematics should relate to active situations, that "that's wrong' is superfluous" and that language problems relate to under-achievement in maths as much as in history. Her style is preferable to some jargon-heavy religious-educationalist referring to "multi-faith", "sph-offs" and "modular approaches".

"Knowledge is power" is the old brain, and indeed much information is repetitive. Only the science teacher, Peter Richmond, mentions compassion among the five essential "c's" for good learning, alongside curiosity, competence, confidence and content.

Gillian Klein adds a complaint about continuing racism in children's fiction. Cassell, Hutchinson and Chatto are among the offenders. Golliwogs should go. A small point, but the dignity of Sikh, Hindu and West Indian alike is offended by every jar of Robertson's jam."

Jenny Oldfield

Bear left

Education, State and Crisis: A Marxist Perspective. By Madan Sarup.
Routledge Education Books £8.95. 0 7100 0956 9. £4.95. 0959 3.
Teachers and Classes: A Marxist Analysis. By Kevin Harris.
Routledge Education Books £4.95. 0 7100 08651 1.
Cultural and Economic Reproduction in Education: Essays on Class, Ideology and the State. Edited by Michael W Apple.
Routledge Education Books £9.50. 0 7100 08457. £7.95. 0846 5.

Madan Sarup's book argues that education is now concerned with control rather than cure. However, he offers no particular advice to teachers and whilst this leaves his Marxism pure and free from liberalism his book remains a catalogue of unproven generalizations. Sarup's Marxist perspective stands on all fours with Kevin Harris's Marxist anlaysis – both concentrate on economic as opposed to cultural analysis; both see education becoming more reactionary and trace this reaction to contradictions embedded in capitalism. Neither has ventured a detailed examination of what (as opposed to how) schools teach. Harris, however, makes general suggestions; he flirts with reform and the social democrats will find much in his book to nudge their consciences. Conservatives will choke on recommendations such as, "Kids don't have to be confronted with 'The Communist Manifesto': a *sensitive* (Harris's italics) reading of Dickens will do very well." And the wordly Harris says finally to the Marxist teacher, "Above all, don't get fired in the process." Process of what? Breaking up State power, taking control of the schools?

Marxism is not just a theory, it is a practice, albeit an unsuccessful one. Accordingly a Marxist analysis is nearly always prescriptive and it is Sarup's failure to say what he is prescribing that makes his book unconvincing. He criticizes, for example, all current attempts to cope with youth unemployment and sees vocational training and work induction as attempts by the state (via schools) to provide industry with acquiescent workers. Given that the relationship between state and people will not change by Monday morning it would have been helpful had Sarup indicated what the socialist teacher can do meanwhile. Harris at least recognizes the situation as it exists: "Do not refuse to be an agent in the reproduction of bearers of labour power by going to the extent of disqualifying your pupils from getting jobs. *They need jobs as much as you need yours.*" (My italics.)

Both Harris and Sarup point up the increasing centralization of education and The Great Debate and the Green Paper are seen as key indicators. The implication is clear: gradually the teacher stands to lose control over what is taught.

An additional perspective on this issue of control is presented in a refreshingly non-reductivist essay by Michael Apple in *Culture and Economic Reproduction in Education*. Apple and his co-contributors are in general agreement with the two Marxist analyses mentioned above, but Apple gives his attention to the American vogue for prepackaged lessons. American publishing companies have cashed in (as publishers have here) on society's demand for clear, readily assessible curricula by producing pretty boxes of curricular material which determine what the teacher teaches and how s/he teaches.

Apple discusses at length the consequent de-skilling of teachers. The initial impetus for these instant, standardized lessons came, says Apple, from the view that teachers were unsophisticated and that there was a need for "teacher proof" materials. The current demand is explained by "The fact that the form taken by these curricular systems is tightly controlled and more easily made 'accountable', that it *is* usually individualized, that it focusses on skills in a time of perceived crisis in the teaching of 'basic skills', etc, nearly guarantees its acceptability to a wide array of classes and interest groups."

It is apparent from Apple's account how much prepackaged lessons can quietly both maintain and adjust to society's dominant ideology. Indeed, the usefulness of the two Marxist viewpoints of Harris and Sarup rests in the fact that the ideology one lives in day-to-day is brought to the surface and examined. (And Marxism offers a coherent methodology in which the bias is known beforehand.) Harris remarks that the day-to-day ideology of living and work is so quiet as to be unnoticeable (although whether that is necessarily true of a regime such as the Chilean or East German is a moot point).

Of the three books it is Apple's that considers the wider cultural issues by looking at literature, art, and most importantly, television (97 per cent of American homes and 95 per cent of British homes have a television). Todd Gitlin's contribution to the book makes note of the predictable though nonetheless disturbing instances of sponsor companies interfering in the content of American television programmes. But the particular interest of Gitlin's essay rests in his discussion of the ways in which television adapts to contemporary issues such as feminism. Of *Charlie's Angels* Gitlin remarks that for months he marvelled at the way the series both touted feminism and maintained male superiority. Then he came across a quotation from an American television executive who said in seriousness: "A series like *Charlie's Angels* performs a very important and valuable public service. Not only does it show women how to look beautiful and lead very exciting lives but they still take their orders from a man."

Peter Dormer

A child's rights

Childhood, Welfare and Justice. Edited by Michael King.
Batsford £5.95. 07134 37138.

Whenever it becomes public knowledge that a child has been treated badly there is a great sense of outrage. Most enquiries reveal a confusion of agencies who have failed and each one will blame the other: if it isn't the police it's the teachers and if of course whatever happens, the parents. When children become involved with the laws of the land a number of questions must be asked: what is the status of the child in our society? Has he or she got any rights? Is the child competent and responsible and if so, at what age?

Rights are closely linked to economic power and whoever has this is allowed some degree of self-determination. Who truly knows what is best for the child and what is the connection between poverty, race and the amount of attention children receive from social agencies?

The first chapter of this book examines the concept of childhood historically and contains a critique of the explanations offered; the second a lawyer's analysis of the limited view courts take of childhood. In "Science in Court" we learn that the social sciences add to the confusion because there are trends and they have a way of adjusting themselves to fashion as well as the demands of the state. Bowlby has argued that lack of mothering causes all sorts of disasters in later life and the working mother has been made to feel guilty.

Mr King adds the quality of a clinical lawyer's view to the problems of children's rights. He and his co-authors have separated the legal issues from the current views of childhood and this work ought to lead to new ways of looking at the phenomenon of childhood. I sense a passionate sense of justice which refuses to be drawn from its task either by rhetoric or Utopianism and his outwardly detached examination is thereby more effective and stimulating.

Charles Hannam

BOOKS

East, west, knowing's best

Philip Sauvain on geography

Enquiries: Life in Developing Countries. By W J Hanson.
Longman £1.25.
Patterns of Development. By John Bale. Food, Farming and Famine. By Barbara Jones and Richard Wales. Studies in Development: Peru. By Rex Beddis, Robin Gibbersleeve and John Simpson.
Nelson for the Schools Council.
Geography and Change series £2.25.
City Life. Learning in Life. Working Life. Village Life. Food for Life. Family Life. By Olivia Bennett.
Macmillan Education in association with the Save the Children Fund and the Commonwealth Institute. £3.95 each.
Patterns of Living series.
Jungles and People. By Gillian Morgan. Grasslands and People. By Catherine Horton.
Wayland £4.95. Nature's Landscapes series.
Through the Year in West Africa. By Malcolm Green.
Batsford £5.95.
China By Raymond Pask and Gina Corrigan.
Heinemann £2.50.

Different ways of approaching the difficult subject of the developing world are well illustrated by the books in this group. W J Hanson's *Enquiries*, with its cartoons, poems, graphic extracts from novels, newspaper clippings and eyewitness accounts, appeals as much to the heart as to the head. At £1.25 this is excellent value as a source book of ideas, guaranteed to stimulate thought and even some soul-searching as well. On the debit side are the lack of an index or a proper list of contents, and it is always possible that some teachers may dislike its rather tendentious selection of ideas, source materials and illustrations – such as the allegorical cartoon strip, "A Fable", which shows a rich man exploiting a poor man.

The Geography and Change series, by contrast, pursues a more coldly analytical approach, in which statistics and maps help to explore "the contribution that Geography can make to Development Education". The three books in this well-meaning series have been written in association with a project funded by the Overseas Development Administration as an extension to the Schools Council Geography for the Young School Leaver project. Each book is divided into a number of units, and photographs, maps, transects, diagrams and statistics are used as source materials for the study sections. There are many excellent ideas in these well-researched and painstaking books and the teacher's notes, in particular, are a model of their kind. However, many of the exercises seem to me to be unduly ambitious and the use of statistics

The traditional English breakfast features in Breakfast in Wayland's "What the World Eats" series (£3.95). There are examples from around the world, information on sensible eating and on the differences between the Third World and affluent countries.

occasionally leaves something to be desired. For instance, a composite index of development exercise in *Patterns of Underdevelopment* confusingly requires students to rank different levels of development, such as birth rate and life expectancy, in rank order. In some the "lowest indicator is ranked 1 and the highest 12" and in others "the highest indicator must be ranked 1". The complex effort involved hardly seems worth it in view of the fact that no figures are available for infant mortality in three of the countries listed. Nor is it clear whether the life expectancy figures are male, female or both. In *Studies in Development: Peru* an allied exercise on three choropleth maps is a nightmare for those with ordinary colour vision and virtually impossible for the five per cent or so of students (male) with red/green colour-blindness!

Patterns of Living is another series which bears the imprimatur of important parent organizations. This six-book series has been produced in collaboration with the Commonwealth Institute and the Save the Children Fund who co-operated "in finalizing the text and selecting the illustrations". In contrast to the other books mentioned so far, Olivia Bennett's aim has been to help children to "recognize both the similarities and the differences between various cultures and societies" rather than to highlight poverty and famine in the Third World. These are information books rather than textbooks with excellent colour photographs on every page and many detailed case studies. Children of average ability will find this an accessible and interesting series to use for project and topic work.

Nature's Landscapes presents yet another aspect. In *Jungles and People* Gillian Morgan rightly culminates with a chapter entitled "Why we must preserve the forests" – even though she recognizes the problems of underdeveloped Third World countries and their "need to exploit every available resource to help develop their economies". These excellent library books are filled with superb colour photographs and a coherent and relevant text. They examine the distinctive landscapes of the world and show how the environment has affected human development and thought and how it still influences our way of life today. Historians may quibble, however, with the lighthearted but unwarranted caption to a modern artist's pictorial impression of an "early caveman's family" – "Family squabbles evidently existed then as now!"

Knowing what went on in the minds of prehistoric people is beyond our present technology but not so an understanding of the cultures and societies of other lands. One of the main plus points for Batsford's enterprising *Through the Year* series is the publisher's insistence that the authors must be "closely in touch with the countries of which they write". Malcolm Green spent three and a half years in Bali Nyonga, a small town in North West Cameroon, where he took all the photographs for his book. The result is a very rewarding firsthand study of what it means to live through the year in a developing country in Africa. As such it will be ideal to flesh out courses based on *Enquiries* or the *Geography and Change* series.

Raymond Pask and Gina Corrigan also took many of the black-and-white and colour photographs used in their geography of China. I doubt whether they are realistic in aiming their book at "students at middle-school level over a wide ability range" since it reads more like a CSE book to me. But there are many useful things here. The text is clearly set out, the maps use colour to show many distributions and the photographs are nearly always clear and apposite. For no good reason China's capital city appears in its traditional English form as Peking instead of Beijing, but the equally familiar Yangtze has been translated into Chang Jiang.

Conducted tours

David Self on some available poetry anthologies

Poetry 1870 to 1914. Edited by Bernard Bergonzi.
Longman £1.95. 582 35147 2.
Contemporary British and North American Verse. Edited by Martin Booth.
Oxford University Press £2.50. 19 831243 1.
How Strong the Roots. Edited by Howard Sergeant.
Evans £3.95. 237 45559 5.
Narrative Poems. Edited by Michael Harrison and Christopher Stuart-Clark.
Oxford University Press £2.25. 19 831241 5.

Bernard Bergonzi seems to feel the need to justify an anthology bridging the years 1870 to 1914, but (as he points out in his helpful introduction) there is a coherence to the period – not least in the on-going and delicate balancing act in which the late-Victorians weighed aestheticism against morality. From this period of shifting tastes, Professor Bergonzi draws four main strands: "Despair and Faith" (represented by Hopkins and others), "The Last Romantics" ("Bridges, Wilde, Housman, Yeats, etc), "Realism" (Hardy and, yes, Kipling), and finally the movement towards modernism which is illustrated by early poems from Eliot, Pound and T E Hulme.

The resulting anthology makes for pleasurable browsing. It also proves that, from the literary viewpoint, these years are far more interesting than we sometimes admit and it is my hunch that as the present decade progresses we shall turn increasingly to this period as a key to the twentieth century. I suggest the A level examiners consider prescribing the book at their earliest opportunity. It does after all come complete with its own study notes.

Martin Booth's *Contemporary British and North American Verse* is exactly what its sub-title claims: "an introductory anthology". That is to say, it is not a representative anthology but a sampler, introducing 30 American, Canadian and British poets who have been active during the last 25 years. Its success is that we meet the more accessible and distinctive poets (Brownjohn, Causley, Mitchell, Patten) as well as the "greats" (Hughes, Larkin, etc). There is little included to suggest eccentricity on the part of the anthologist.

Indeed it is rather like a conducted tour of an ordered nursery garden. We are shown all the distinctive blooms and not confused by rarer varieties. "For those of you who want a wider selection, there is a bibliography . . . Books by the poets can be bought through bookshops or ordered from a public library."

Discreet notes, such as that one, steer the novice reader into the world of poetry and help to realize Mr Booth's hope that "a desire to read more will spring up and maybe link itself with the writing of poetry and the listening to it". His anthology would broaden any A level syllabus and is one I would thoroughly enjoy using during the first summer term of a sixth form literature course.

By comparison *How Strong the Roots* (Poems of Exile), is less even, less literary. One or two of the poems are "poor poetry", but then exile and loneliness do not encourage elegance. Nevertheless, all the poems are direct, engaging and often disturbing. There are poems by exiles from Pakistan, India, Nigeria and Northern Ireland who are living in Britain; there are poems by British exiles abroad (ranging from Browning to Kirkup); historical poems, Elizabeth Bartlett's poem "In Memory of Steve Biko" and poems about ancestors and family.

How Strong the Roots will appeal to third and fourth years upwards. It deserves wide use: it will nurture tolerance, dignity and an awareness that one is not alone.

Although attractively produced, *Narrative Poems* is a little disappointing. It is true that narrative verse often appeals to those to whom poetry is otherwise unacceptable and while a number of interesting "new" poems are collected together here, there are many whimsical traditional ballads and old standbys. "Robin Hood", "The Wreck of the Hesperus", "Inchcape Rock", "The Yarn of the Nancy Bell", "John Gilpin", they are all here, as they are in so many other anthologies. The publisher says it is designed for the middle years of the secondary school. I am afraid it will strike many such pupils as oddly unsophisticated.

Children's literature

Paved with good intentions

Space Seven Series:
Poggle Helps Out; Planet Earth; Planet of the Towers; What Will Happen Next?
Sheffield Women and Education Publications 60p. each + 17p. P&P. £2 per set of 4 + 35p. P&P.

If good intentions made good books, I should now be praising the Sheffield Women and Education Collective for their series of supplementary readers, as, alas, I cannot. They intend to provide seven-to-eight-years-olds with reading that will be free of gender and race bias, and more imaginative than the reading schemes from which they may be suffering in school: an excellent intention. To do this, they have chosen the medium of space fantasy; to free the stories from the routine predictability of the reading scheme: an excellent idea.

Then what has gone wrong? Part of the problem may be that different members of the collective have written and illustrated the stories, and there is some uncertainty about the reading level they are aiming for, though, oddly enough, this uncertainty is most marked in two stories by the same writer, Jackie Smith: *Planet Earth* is told in the historic past, like most real stories, while *The Green Moss and the Greedy Cobbler* is in that unnatural present tense typical of old-fashioned reading schemes, and also full of the repetitions found in the early stages of such schemes. The two stories are bound in one volume, and the painfully easy one doesn't even come first.

But the chief defect of these stories seems to arise directly from the writers' intentions. To catch children's interest, they seem to have modelled the Space Seven on Enid Blyton's Famous Five, with three boys, three girls and a female creature from another planet, called Poggle. One of the girls appears to be of West Indian and one of the boys of Asian origin. But, presumably to avoid invidious effects of gender and cultural difference, the characters are hardly differentiated at all; for all the sense we get of them as real children with separate and possibly clashing personalities, they might as well be Janet and John. Indeed, Poggle, who looks not like a big-eyed monster but like another child in a sleeping suit with antennae, is, because she is depicted as greedy and self-centred, the nearest thing to a human being in the books. This, together with imaginative thinness in all the stories except *Poggle Helps Out*, makes these little books a saddening experience. The causes of the multicultural society and gender equality deserve and need better service than this.

Audrey Laski

BOOKS

What makes people tick

Personality: Theory, Measurement and Research. Edited by Fay Fransella.
Methuen £10.50 0416 72770 0. £4.95. 72808.

This volume presents five major approaches to personality – psychoanalysis, factor analysis, cognitive style, personal construct theory and humanistic personality theory – complemented by reviews of relevant research and practical applications. If this were all, it would be yet one more introduction to the complex field of personality study, a competent text for the undergraduate. However, the editor, Fay Fransella, achieves far more since not only is she fair to the wide range of theories which are represented in this collection of essays but also she tackles the difficult question of how to reconcile the differences which inevitably appear.

Her book takes as its starting point the philosophical bases which underlie psychological theories of personality, and Joseph Rycklak, in the first chapter, makes the challenging point that there are advantages in diversity. By coming to accept that there are differences in assumptions, psychologists can agree to pursue a multiplicity of approaches to personality study and thereby come to a real understanding of personality. The argument that any one scientific or analytic approach has limitations in its power to provide a complete explanation of human nature reminds me of G. K. Chesterton's story of the five blind sages who visited an elephant. One of them seized its trunk and asserted that an elephant was a kind of serpent; another embraced its leg and was ready to die for the belief that an elephant was a kind of tree. In the same way, to the man who leaned against its side, it was a wall; to the man who laid hold of its tail, a rope; and to the man who ran upon its tusk, a particularly unpleasant kind of spear. Yet the concept of elephant was within the range of human understanding.

In varying degrees the contributors succeed in transcending their own particular orientations in order to agree upon diversity. Paul Kline seems least tolerant of other approaches when, in asserting that clear-cut personality factors have been identified by rigorous research, he argues that "future theories of personality should be based upon studies of these variables and not the shadowy entities of clinical theorizing and speculation". Peter Fonagy shows more openness to other perspectives when he attempts to reconcile some of Freud's ideas with recent research findings in neurophysiology.

Within the framework of theories cognitive style, Kenneth Goldstein and Sheldon Blackman indicate that the combination of different measures of the structure of thought may lead to a more rounded picture of the person, despite apparent contradictions. Fay Fransella herself, in her analysis of personal construct theory, suggests that researchers have to admit the need to create new models, new rules for playing the game of scientific enquiry; this is perfectly consistent with Kelly's view that "we assume that all of our present interpretations of the universe are subject to revision or replacement" and that theories are ultimately expendable. Finally, Keith Oatley, in his evaluation of the contribution to humanistic psychology of Rogers and Laing, argues the case for going beyond a science of personality to a study of being human; some kind of "negotiation" between objective data and subjective accounts of experience would seem to be one way of achieving this aim.

Clearly the book raises many issues. There are no quick answers to the question "What is the person?" but the inquiring reader should find this openness challenging. Perhaps it is appropriate to let George Kelly have the last word: "We have taken the basic view that whatever is characteristic of thought is descriptive of the thinker; that the essentials of scientific curiosity must underlie human curiosity in general. If we examine a person's philosophy closely, we find ourselves staring at the person himself."

Helen Cowie

Books about the Maya have proliferated recently, as archaeological knowledge has advanced. Norman Hammond's **Ancient Maya Civilization** (Cambridge University Press £22.50 and £7.95) represents an excellent introduction to lay and specialist readers alike on the history of the Maya and on the history of their discovery, with an abundance of illustrations.

Modern Literary Theory: A Comparative Introduction, edited by Ann Jefferson and David Robey (Batsford Academic £4.95) is ideally suited to sixth form students needing to make sense of the current trends in criticism. The authors consider both individual theorists and schools, and examine the potential uses of each approach.

The recent spate of books about Nazi Germany has now been joined by a useful reference text: Robert Wistrich's **Who's Who in Nazi Germany** (Weidenfeld and Nicolson £10.95. 0 297 78109 X). Nearly 350 people are dealt with in succinct but readable potted biographies, opponents of the regime as well as its leaders.

Michael Church

Costume history

No Man's Land: the story of 1918. By John Toland.
Methuen £2.50. 0 413 50000 4.
The Boer War. By Thomas Pakenham.
Futura £5.95. 0 7088 1892 7.
Africa and The Victorians: the official mind of imperialism. By Ronald Robinson and John Gallagher with Alice Denny.
Macmillan £6.95. 0 333 31006 3.
Rebirth of a Nation: Wales 1880–1980. By Kenneth O Morgan.
Oxford Paperbacks £4.95. 0 19 821760 9.

History as drama is the genre of John Toland's remarkable book – as he reveals without delay in his initial cast list. His is not your standard five-act tragedy, but nevertheless it is a grand theme told at a cracking pace: the last year of the First World War. The curtains lift on the first act to reveal the great German offensive against the Western Front. As the shells fly, soldiers on both sides describe the action in their own vivid words. Our dramatist moves his characters with the forgiving certainty of God (he always gives the time, which adds to the drama). His is an all-too familiar subject, but Toland's achievement is to create a coherent drama without simplification or losing the political thread in a wad of footnotes. This is a book to bring home the reality of war and the indignity of peace.

Thomas Pakenham makes a different approach to history: history as investigative journalism. He has chosen another apparently-familiar subject, that costly and humiliating "tea-time" war, fought in Buchan and Kipling country. Surprisingly enough, it is 70 years since the last major study of the Boer War. For this reason alone, and for the excellence of his analysis, Pakenham's work deserves reading. But eight years of meticulous research and writing have also uncovered much important new information: the fact that the "gold-bugs" (the Rand millionaires) did play a part in making the war; the existence of an informal alliance between Britain's High Commissioner Sir Alfred Milner (Buchan's boss in 1901–03, who resurfaces as War Minister in Toland's book) and the major Wernher-Beit mining company, and its role in fomenting war; the key part the black Africans had in the "white-man's war, dying in uncounted thousands, and their suffering and death at Mafeking under Baden-Powell; and the true horrors of the camps in which the Boer civilians were kept under Kitchener's command. Pakenham does not use Toland's dramatic techniques, but there is drama enough, especially for those who care to look for the parallels with the events in the South Atlantic 80 years on.

The Boer War reappears in less immediately shocking guise in a treatment of history as political science – a study of the scramble for Africa by the aptly-endowed Beit Professor at Oxford and his colleagues. The war is one of a number of case studies used to examine the workings of Victorian imperialism and theories of imperialism. When the book first appeared in 1961 it aroused controversy for its analysis. This second edition examines that controversy and takes account of the developments in the theory since then.

Kenneth Morgan had the task of covering the longest time-span of these four books (for part of a series on the history of Wales). He could very easily have fallen into the trap of producing history as pot-boiler or history as simple chronology. He has skilfully avoided this and has written a useful introduction to his period, organized thematically within three (pre-1914, inter and post-war) periods. He provides a good basis for study, but the overall effect is somewhat flat.

Sarah Jane Evans

"Our friends think we're mad to work like slaves"

Lotus eating is not everybody's idea of a good holiday. Jack Cross looks at some alternatives.

A large adventure and special interests holiday industry has grown up to cater for the needs of families and individuals, particularly young ones, who are looking for something active and interesting. For most this means sport – anything from abseiling to orienteering – but increasingly popular are projects which call for a degree of physical exertion combined with some form of learning and, often, an expression of social or environmental concern.

The three schemes looked at here are in East Anglia but something like them has been going on in every area of the UK throughout this summer.

Acorn Camp (no 47) at Wicken Fen, in Cambridgeshire

Each morning at eight o'clock, what looks like the pioneer platoon of a medieval army sets off on a two-mile tramp to its allotted place of work. The 20 boys and girls carry axes, saws, mattocks, slashers and billhooks. Their task is to clear a wide path through a two hundred yard stretch of virtually impenetrable scrub and woodland. In the autumn a mechanical digger will use it to get into position to gouge out a new dyke which is needed to drain the surrounding fenland.

Wicken Sedge, Adventurer's and St Edmund's Fens make up the oldest nature reserve in the country. It is owned and managed by the National Trust which depends on a great deal of voluntary labour to protect and recreate the areas of sedge, reeds and litter (rushes), the natural communities of open fenland.

On the site is one of the 80 Acorn Camps set up by the Trust's Junior Division to provide accommodation for the groups of young people (over 16½, 60 per cent from schools and sixth form colleges, 87 per cent under the age of 20) who come each year to find fun, fellowship and the satisfaction of a good job well done.

This year there will have been three successive teams, each with its own leader. The official booklet advises applicants not to over-estimate their capabilities, to "Taste a little not unduly arduous . . . but experience has shown us that people get much more tired and achieve far less on a second week."

I arrived on a hot, humid Sunday morning, amid a cloud of Brimstone butterflies, to meet a cheerful party which had been working for three days. A stretch of cleared land and a line of head-high log and stick piles compensated for blistered hands and stretched muscles. Several of them, like Geoffrey Mascot – A levels over, he is going back to his East London comprehensive to help remedial pupils before joining the Metropolitan Police – were already life members of the National Trust. Four had been to Acorn Camps before. Mark Doyle, a student of dentistry from Southampton, offered a veteran's reminiscence of that one in Cornwall, where you clean beaches from 7 to 10 am and then sleep on the sands, grumbling about the litter-louts.

The girls in this group happened to be younger and first-timers. Helen is preparing for four science A levels in her Surrey school. With Duncan, she took 11 hours to ride on his BSA motor bike to the camp from Lancashire. They volunteered generally agreed rationale for their presence. "It's getting away from desks, books and the family. There's the chance to make new friends and, for town-dwellers, to sample country life. But mostly it's because when you've finished you can look back at a patch of cleared land and say 'I helped to do that'."

Their camaraderie is real, warm and mildly self-mocking. "Our friends think we're mad to work like slaves and pay for the chance to do it" (Acorn campers pay £11 for food and shelter – it will be a little more in 1983). They moan enjoyably about the mosquitoes, the nettles ("fenland species are not supposed to sting!") and the fact that it takes an hour for them all to get through the single shower after the day's work. Leader Mick Andrew, a local authority building works coordinator, rules them with a rod of iron, they pretend. "Hating the Leader is part of the game", he says, "Most of the undying romances spring up because they've got to have someone to love."

In fact, under his careful, expert and discreet eye, the groups virtually organize themselves in an admirably subtle, sensitive and sensible way. The boys respect the girls' competence and willingness but don't expect them to tackle the really heavy jobs. Camp chores are shared equally and without fuss.

Back at Young National Trust headquarters they know that when the next guide to Acorn Camps comes out in January all the places (particularly those for girls) will quickly be filled. What they may lack is enough capable people of the calibre of Mick Andrew and his assistant, Nigel Richardson, to oversee projects.

Flatford Mill Field Centre, East Bergholt, Suffolk

Of the nine residential centres run by the Field Studies Council, none is likely to be more attractive than the one at Flatford Mill. Visitors sleep and eat either in the mill itself or in Willie Lot's cottage, both of which appear in some of John Constable's best-known paintings.

The council's declared aim is to help towards a better understanding of the environment and it provides a wide range of relevant courses for enthusiasts of all ages, with special provision, in and out of term-time, for sixth-formers to study ecology and physical geography. Last year 12,000 of these took advantage of the expert tuition offered in these rural retreats.

I found fifteen girls and five boys by the side of a tiny stream, studying the diversity, behaviour and adaptations of invertebrates in different current speeds in the "Lotic environment" – running water. Dredged-up samples were picked over by and placed in the separate apartments of plastic palettes for identification and recording;

"It's a caddis fly" suggests Adrian Kennison from Norwich. "Cor! way, it's a bit of twig" (Karen May, from Guildford). "Not if it wiggles" decides Wendy Burbridge, apparently, the non-biting midge has a recognizably characteristic movement in water.

This was part of their A level Biology syllabus; some boards include a compulsory Ecology paper and all offer an optional question on the subject. The course members had been "advised" (but not pressed) to take part and their fees were being paid by their l.e.a.s. Sarah Vernon, the tutor, keeps in touch with their teachers and designs a syllabus to meet their needs, but it is the methodology that really matters, and the opportunity to get out and see how living creatures interact with their natural habitats.

In urban schools such chances are hard to come by. Claire Levett from Leeds hopes to become a biochemist. "I've done botany and biology but know nothing about nature – our field study is done in the school's playing field." Some students, says Sarah Vernon have "never visited the country nor walked more than a quarter of a mile in their lives."

The centre provides a well-equipped laboratory and well-stocked library and these are used, but its real purpose is in daytime activities far removed from the classroom world of books, diagrams and dissecting benches. Students have some surprising encounters like the time a family of ducklings was trapped on the wrong side of a weir and they spent hilarious hours rounding them up and getting them to safety. A bottle containing an unidentified minute creature – or is it two? – is brought to Sarah. "It's a newly hatched mayfly larva which has just dropped its skin."

Mark Woolerton supposes that they could do such work on their own initiative but, "I know I'd never get round to it, with all the written work that has to be done in the holidays. It's better to get away."

All agree that the course is valuable, the accommodation reasonable, the food very good and the companionship rather special.

If one or two of the boys echo Andrew Tibble's view that the intensive nature of the course places constraints on their social life – "You can't do your own thing, like going to the pub in the evening, for instance", it can't worry them too much as most of the group have already declared their intention to join open, less academic, courses at the centre later in the year.

Flatford Mill Field Centre.

The "Fountain" site, Braintree, Essex.

The Brain Valley Archaeological Society, the "Fountain" site, Braintree, Essex

You go through the pub car park, past a rusting stock car and through a narrow gap in the head-high nettles, to find a group of people, aged between 15 and 21, who are living in their imagination in the world of first to fourth century Roman Britain – or even in the Iron Age. Except for one all are present or past pupils of John Hope, teacher of history and archaeology at Bramston School, Witham, and members (some founder-members) of the Brain Valley Archaeological Society, of which he is chairman.

Some of their many activities call for muscle. Robert Eaves and Neil Freeman are swinging pick-axes to cut through the surface of the Roman road to explore, on the advice of a visiting geologist whether the ditch they have uncovered is natural or man-made. Andrew Brown and David Roblow are deep down digging out the contents of a Roman well.

Others need perseverance, patience and a close attention to detail. "Pot-washing is not a job you like doing; it's monotonous but it's got to be done", says Richard Wainwright; his team-mate, Simon, quite likes it when it's his turn. Robert and David (fifth-formers-to-be) are drawing the stratigraphy of the ditch section and Robert Moy and James Coe recording, in infinitely complex and neat sketches, the surface of a section where further digging is going to take place.

Spectacular findings are rare. When Julie calls out, "I've found something", nobody expects it to be another Celtic coin (two have been found); it is, in fact, a bit of sandstone which has turned up where sandstone ought not to be.

cont. on page 23

"Our friends think we're mad"

contd. from page 22.

Christine Buik, an ex-Bramston pupil, a civil servant with the Ministry of Agriculture on her annual three-week holiday. Finds Assistant. She operates in the dilapidated old caravan, "Titus", sorting, labelling and numbering the artefacts which are brought to her. As secretary to the society she has brought in a lot of adults, who work on excavations at weekends. "I think we all feel the same, we're helping the community by giving it a sense of continuity."

The young enthusiasts originally took up archaeology as a school subject, usually as an alternative option to history. "It's more interesting when you find out things for yourself." "For the first six or seven weeks", says Richard Havis, "there was an element of treasure-hunting, but you soon grow out of that."

Though they are aiming at CSE, O/A and A level examinations, it is hardly certificate-hunting which brings them out three or four times a week during the holidays and uses up most of their spare time. Just before Christmas 1980, at the request of the Essex County Council and with the permission of their headmaster, some of the older pupils braved abominably wintry conditions to excavate and record a medieval site before it was covered up by a Sainsbury supermarket.

John Hope is well aware that his unique group (and his way of working with them) are not viewed with unalloyed approval by the archaeological establishment – "though they don't mind calling us in when they need us." Rightly or wrongly, he puts it down to the fact that he gives them all real, responsible, jobs to do, "rather than using kids as unskilled digging fodder on the fringes of official sites."

Few of the group aspire to become professionals, though ex-pupil Robert Eaves has been invited to join a county-sponsored excavation near Chelmsford and hopes to move on to a Scandinavian dig where he can pursue his interest in the Vikings, "Not that there's any money in it, of course."

Individuals have their favourite subjects – the Iron Age, Romans, Saxons, churches, hill forts, or whatever – which come out in their conversation and school essays. "Let's face it, John", says one, "outside your speciality, the Saxons, you're not the greatest teacher of archaeology going." John Hope cheerfully agrees. It's the kind of egalitarian truthfulness you often find when teachers and taught are involved in joint enterprises away from school.

Hundreds of organizations – based on residential centres, schools and colleges, private and public trusts, and commercial establishments – offer activity, hobby and adventure holidays. Only a dozen or so have the extra ingredient promised by the National Trust through its Acorn Camps, "... an opportunity to prove your self-reliance and independence from a home situation, while accepting the demands of living for a time in a fairly close-knit community for the purpose of achieving a worthwhile team effort."

USEFUL GUIDES AND DIRECTORIES

Acorn Camps: The National Trust, Junior Division, The Old Grape House, Taplow, Maidenhead, Berks SL6 0HZ.

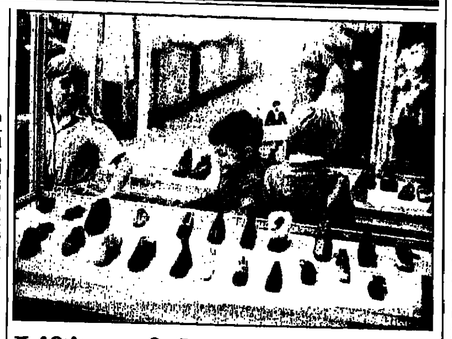
Field Study Centres: The Education Officer, Field Studies Council, Preston Montford, Montford Bridge, Shrewsbury SY4 1HW.

Youth Hostels Association Adventure Holidays: YHA Adventure Holidays, Trevelyan House, St Albans, Herts AL1 2DY.

Outward Bound activities: Outward Bound Trust, Avon House, 360 Oxford Street, London WIN 9HA.

General: *Activity and Hobby Holidays in England* (75p + 25p postage) from The English Tourist Board, Hendon Road, Sunderland.

Adventure and Specialist Interest Holidays (free) from the Scottish Tourist Board, 23 Ravelston Terrace, Edinburgh EH4 3EU.



Lifting of the axe

Victoria Neumark visits the recently reprieved Museum of Childhood in Bethnal Green

Recently reprieved from the axe of the Rayner Scrutiny, voracious for "cost-effectiveness", the Bethnal Green Museum looks ready for a second century as "a museum adapted to the wants of the densely populated neighbourhood of East London."

After repeated efforts by Lord Shaftesbury and others in the 1860s a museum in the East End was created in 1872 using the original prefabricated buildings of the South Kensington Museum (now the V&A) on land designated for the purpose by Act of Parliament.

The first collections on display reflected Victorian attitudes to the deserving poor. Food and Animal Products, featuring how to make beer and several useful things which could be made from feathers as well as "Chinese food collected under the superintendence of the British Consulate at Shanghai", were still to be seen up till 1914, by which time most of the exhibits had perished from natural causes.

However, during the same period the museum was graced by preview showings of the Wallace Collection, the Pitt-Rivers anthropological collection, the national collection of portraits (later the National Portrait Gallery) and the Chantrey Bequest, which was to form the nucleus of the Tate Gallery. For free, or for 6d (roughly equivalent to 50p nowadays) on students' days, East Enders could drink in fine art or gawp at Peruvian antiquities.

After the war the policy changed and "an Art Museum devoted largely, though not exclusively, to work of the nineteenth century, but linked so far as possible to East London history and craftsmanship" was the object. Displays of Spitalfields silk, furniture and shoe-making which are still popular today were mounted; a temporary home was found for the V&A's collection of nineteenth century decorative arts and furniture, soon to be installed in the re-designed V&A.

Throughout the period between the wars the museum's concentration on children grew, from one room set aside for "the special delectation and instruction of small children", to a whole gallery enlarged under the patronage of Queen Mary. In 1974 Roy Strong gave the Bethnal Green Museum its official title of Museum of Childhood and from that time all the V&A's curatorial interest in its toy, children's costume and children's books collection has been centred in Bethnal Green.

In the future the space presently occupied by nineteenth century furniture will house an exciting exhibition of family life and the social history of childhood. It will be the first such exhibition to be seen in Britain and should be of interest locally, in an area where traditional family patterns and one-parent families are intensely intermingled.

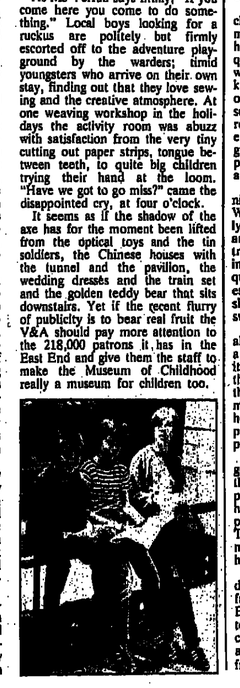
As Mr Burton says, "most families in history have been broken families". The history of childhood is a growth area in academic discipline and this projected display neatly bridges the gap between "public pleasure" and "essential scholarship" which the Rayner Scrutiny would have set at loggerheads with each other.

Though ludicrously understaffed, the museum has been valiantly appealing to children inside as well as outside school hours. Two thousand school parties visited the museum last year. If they had notified the museum in advance they were generally able to have the services of one of the V&A's Education Department on a guided tour. "Please thank the lady who showed us such a lot of things" one young visitor wrote, and another, "I think you should keep it open. If I did not go to school I would come more often".

In the holidays special programmes of events attract between three and four thousand children a year, many of them local and regulars. Saturday art workshops bring in another four or five thousand and 25 workshops for pre-school children with their parents 250 more. In-service courses for teachers and lectures for adults complete the programme run single-handed by Imogen Verrall part-time from the V&A.

As Ms Verrall says firmly, "If you come here you come to do something." Local boys looking for a ruckus are politely but firmly escorted off to the adventure playground by the warders; timid youngsters who arrive on their own stay, finding out that they love sewing and the creative atmosphere. At one weaving workshop in the holidays the activity room was abuzz with satisfaction from the very tiny cutting out paper strips, tongue between teeth, to quite big children trying their hand at the loom. "Have we got to go miss?" came the disappointed cry, at four o'clock.

It seems as if the shadow of the axe has for the moment been lifted from the optical toys and the tin soldiers, the Chinese houses with the tunnel and the pavilion, the wedding dresses and the train set and the golden teddy bear that sits downstairs. Yet if the recent flurry of publicity is to bear real fruit the V&A should pay more attention to the 218,000 patrons it has in the East End and give them the staff to make the Museum of Childhood really a museum for children too.



Renegade radio

Liz Heron on Inter Action's radio van

It was a real dogday afternoon. The estate was one of South Lambeth's oldest and the sun beat down on a dry patch of grass that was more of a health hazard than a playground – littered with paper wrappings, cigarette ends, discarded mattresses, and other even less appealing detritus. You had to be careful where you trod.

This was where Inter Action's Radio Renegade van had parked itself for the day; one stop in its summer touring programme. This week it was London, the week before Peterborough, next week Southampton. The local authorities had made the bookings and by the end of the summer some 200 playsites would be visited by three different companies carrying either radio or video equipment, or for some, a whole menagerie of farm animals (including a snake) that would be used as part of an exotic masquerade.

At Lambeth, the objective was for the children to make their own radio programmes. A team of five (usually six, but someone was ill) included two full-time Inter Action workers and three others specially trained for the summer but with community and youth work experience.

They had planned their strategy with care. For maximum effect, the morning's arrival had been staged with great theatricality. Colourful outfits and showbiz exuberance had attracted around 50 children to the van. But their interest had to be maintained – not easy on a hot, sticky day, with an age range from six to early teens.

The arrival of Marilyn Sarrington solved the enthusiasm problem. As a military authority figure she announced that the children must stop their illegal pirate radio activities. "It's crude child psychology, but it works" she explained. Whenever interest was in danger of flagging she reappeared to put another spoke in the wheel and cement group feeling.

By lunchtime different groups of children had worked on ideas for making programmes and had seen how equipment was used. Jingles, quizzes, interviews and news reports were scheduled. After lunch, things kicked off again with some rapidly orchestrated fun, then the children scattered to work with a tape-recorder. As there were not enough machines to go round, one group worked on producing a newspaper, learning to use stencils and a duplicator.

One lively group learned the techniques of interviewing with Joan Ward, alias Meg-ahertz. They quickly mastered count-down, cueing-in, and controlling sound levels. After trying out with some short personal interviews, they devised a series of questions to put to adults on the estate: Do you think the estate should be tidier? Should there be swings for the kids?

Undeterred by some sharp refusals to cooperate, including one from a pensioner who took the opportunity to complain about all the noise they were making with "that van", the children came back with their material and had a discussion about how things could be done to improve all the things people had complained about.

Nearby, a younger group got bogged down in endless fantasies about the royal baby being kidnapped by a palace intruder, and another group had to abandon their singing competition because of a technical hitch. The majority, however, were remarkably intent on the business in hand.

Community centre workers who drifted in to have a look were favourably impressed. A harassed Bob Chase, alias Sid Scratch, admitted that a one-day event like this could only be superficial, but it was a start, and something might go on from there.

Briefings

Radio & tv

Open University

Primary French in the Balance: Part 2 (Saturday, 06.40 BBC1)
Primary French: A Discussion (Friday, 05.55 VHF3)

William Prescott, who was concerned with the Nuffield Primary French Project for six years, talks about the issues which arose during the development of the course.

Continuing education

Play Tennis (Saturday, 09.05 BBC1)

Coach Derek Horwood introduces ten beginners to his step-by-step method of learning tennis.

Sound waves

by Basil Browne

RADIO
On Holiday
BBC Radio Four. Daily during August, 10.45 am

"Find a good wave and have a go" is the sort of advice one might have expected from *On Holiday*, and for a week, that's what the programmes came up with. Sharron Davies and Duncan Goodhew did a predictable tour of the coast, taking in lighthouses, windsurfing, fishing, sailing, and the more exotic contents of rock pools.

Somehow, it was a rather flat. Duncan Goodhew's very sporting attempt to describe his impressions while surfing on what he described as half a surfboard were perhaps the least successful, but generally there was an air of schooliness. Every now and then a kid popped in with a very rehearsed dreadful joke, and the voices of Duncan and Sharron achieved a schools radio stiledness.

On the other hand, one did discover that there are in existence marine activity courses, that land based lighthouses are generally open to the public, and that one should be careful of tides and feet when messing about in a rock pool.

There must be quite a lot of other places for children to investigate apart from the beach, but after a week by the sea *On Holiday* switched to snippets of information and brain teasers. Johnny Ball, ex-cabaret artiste, took over, and got into maths and physics.

Did we know that the Hindus invented the concept of zero? That John Cage's four-minute, 33-second (273 seconds) piece of silence was composed because molecular activity ceases at 273°C? Had we tried whirling a bucket of water around our heads, noticed that the water didn't fall out, and said to ourselves "that's gravity!"?

The idea of having different presenters and formats for each week of *On Holiday* is a good one, but it falls down at the point of getting listeners to stay with the series. Earnestness of tone, which didn't feel so much like a holiday after all, was the other drawback.

Classified Advertisements

Index to Appointments vacant, Wanted and other classifications

Classified Advertisement Rates:
Single Column £1.70 per line (min. 3 lines).
Classified Display £9.70 per s.c.c. (min. 9.5 cm x 2 £184.30).
Box number facility £4.00
Copy deadline (space permitting) Monday preceding Friday of publication.

Appointments vacant

Primary School Education

Headships

LEICESTERSHIRE
MELTON MOWBRAY, THE CROYE COUNTY PRIMARY SCHOOL
HEADSHIP - GROUP 5
Head required January for this substantial school with approximately 380 on roll close to the town centre. Details on request (S.A.E.).
Apply (on forms) with full particulars and the names and addresses of two referees to the Director of Education, County Hall, Glenfield, Leicester, LE3 8RF by 14th September, 1982. (68837)

LOTHIAN REGIONAL COUNCIL
DEPARTMENT OF EDUCATION
TEACHING APPOINTMENTS
PRIMARY

HEAD TEACHER

		Responsibility Allowance
Reference C	Corstorphine St Ninians Primary School	£4,104
Reference C	Cousland Primary School Near Dalkeith	(subject to review) £1,212
Reference C	Pirniehall Primary School	£4,104
Reference D	Pirniehall Primary School Whitburn	(subject to review)
Reference D	Riverside Primary School Livingston	£2,901

Salaries will be in accordance with the current Scottish Teachers' Salaries Memorandum.
Housing may be available for posts in the West Lothian Division. Further information may be obtained from the Divisional Education Officer.
Candidates should specify for which posts they wish to apply.
For posts marked Reference C — Divisional Education Officer, Midlothian Division, 40 Tarvit Street, Edinburgh EH3 5LJ.
For posts marked Reference D — Divisional Education Officer, West Lothian Division, 80/91 High Street, Linlithgow, West Lothian EH49 7HE.
Closing date for applications is 10 September 1982.

SPECIAL EDUCATIONAL SERVICES
Head Teacher — Prospect Bank School
Applications are invited from teachers with experience of working in special education for a position of responsibility in the service.
Applicants must hold a recognised qualification in special education.
The school provides for approximately 75 pupils of primary age with special educational needs and is housed in purpose built premises.
Salary will be in accordance with the current Scottish Teachers' Salaries Memorandum. The following allowances are also payable:-

Responsibility Allowance	£2,229
Special Qualification Allowance	£528

Head Teacher — Fortevlot House School
The Royal Hospital For Sick Children, Edinburgh
Applications are invited from teachers with experience of working in special education for a position of responsibility in the above educational service for pupils admitted to the in-patient unit of the Department of Child Psychiatry.
Applicants must hold a recognised qualification in special education.
Salary will be in accordance with the current Scottish Teachers' Salaries Memorandum. The following allowances are also payable:-

Responsibility Allowance	£1,329
Secondary / Middle Allowance	£384
Residential Pupils Allowance	£384
Special Qualification Allowance	£528

Head Teacher — Restalrig School
Applications are invited from teachers with experience of working in special education in a promoted capacity. Applicants must hold a recognised qualification in special education. The school provides for approximately 35 pupils of primary age with severe educational needs associated primarily with behaviour problems.
Salary will be in accordance with the current Scottish Teachers' Salaries Memorandum. The following allowances are also payable:-

Responsibility Allowance	£1,329
Special Qualification Allowance	£528

The appointment will take effect on the beginning of January 1983.

Class Teacher — Gogarburn Hospital School
(Ravelrig House Unit)
Applications are invited from registered and experienced teachers with an interest in teaching pupils with special educational needs associated primarily with behaviour problems. Previous experience of remedial or special education and a qualification in special education is desirable but not essential. Further information and an application form may be obtained by telephoning the Head Teacher, Tel: 03 | 339 4242.
Salary will be in accordance with the current Scottish Teachers' Salaries Memorandum. The following allowance is also payable:-

Special Qualification Allowance	£528

Class Teacher — Piershill School
Applications are invited from registered and experienced teachers with an interest in teaching pupils of primary age with special educational needs associated primarily with behaviour problems. Previous experience of remedial or special education and a qualification in special education is desirable but not essential. Further information may be obtained by telephoning the Head Teacher, Tel: 03 | 667 1086.
Salary will be in accordance with the current Scottish Teachers' Salaries Memorandum. The following allowances are also payable:-

Special Qualification Allowance	£528
Secondary / Middle Allowance	£384
Residential and Supervision Allowance	£1,329

Further information and application forms may be obtained from Divisional Education Officer, Division 2 (Forrester), 40 Torphichen Street, Edinburgh EH3 8JB.
Closing date for applications is 10 September 1982.

BRADFORD
CITY OF BRADFORD METROPOLITAN COUNCIL
ST. WALBURGA'S R.C. VOLUNTARY AIDED PRIMARY SCHOOL
GROUP 4
Required for January 1983, a suitably qualified and experienced teacher for the post of Headteacher of this R.C. school for children between the ages of 5 and 10 years. Applicants should be practising catholics.
Application forms may be obtained from the Directorate of Personnel Office, 4th Floor, Municipal House, Market Street, Bradford, BD1 1NP and should be returned to the Chairman of Governors, Father Walmsley, St. Walburga's Presbytery, Kirkgate, Shipley, West Yorkshire by 17th September, 1982.
Ref. 27 64958/TES.
(68886) 110010

CORNWALL
EDUCATION COMMITTEE
FLEMING C. OF E. JUNIOR AND INFANTS SCHOOL
Coventry Road, Flushing, Falmouth. TR11 5TE
GROUP IV
VACANT FROM: 1st January, 1983.
CLOSING DATE: 24th September, 1982.
Applications are invited from suitably qualified teachers for the headship of the following School:
Application form and further details available on request (s.a.e.) to be returned completed and endorsed "Application" to the Director of Education, County Hall, Truro, Cornwall. There is a removal expenses scheme for this vacancy appointment.
(68897) 110070

LEICESTERSHIRE
LEICESTER MELLOR PRIMARY SCHOOL
HEADSHIP GROUP 5
HEAD required January, for this school with approximately 436 on roll in an area of multi-cultural origin.
Details on request (s.a.e.).
Apply (no forms) with full particulars and names and addresses of two referees to the Director of Education, County Hall, Glenfield, Leicester, LE3 8RF by 14th September, 1982. (68892)

LEICESTERSHIRE
LEICESTER OVERDALE COUNTY INFANT SCHOOL
HEADSHIP GROUP 4
Head required for this school with approximately 195 on roll in generous post-war buildings. Details on request (s.a.e.).
Apply (no forms) with full particulars and names and addresses of two referees to the Director of Education, County Hall, Glenfield, Leicester, LE3 8RF by 14th September, 1982. (68902) 110010

LEICESTERSHIRE
CLOWES C.P. SCHOOL, COUNTY PRIMARY SCHOOL
HEADSHIP - GROUP 1
HEAD required January for this school with approximately 38 on roll. Details on request (S.A.E.).
Apply (no forms) with full particulars and the names and addresses of two referees to the Director of Education, County Hall, Glenfield, Leicester, LE3 8RF by 14th September, 1982. (68894) 110010

LEICESTERSHIRE
ARNESBY C.P. SCHOOL, COUNTY PRIMARY SCHOOL
HEADSHIP - GROUP 1
Head required January for this attractive village school with approximately 58 on roll. Details on request (S.A.E.).
Apply (no forms) with full particulars and the names and addresses of two referees to the Director of Education, County Hall, Glenfield, Leicester, LE3 8RF by 14th September, 1982. (68895) 110010

BRADFORD
CITY OF BRADFORD METROPOLITAN COUNCIL
ST. WALBURGA'S R.C. VOLUNTARY AIDED PRIMARY SCHOOL
GROUP 4
Required for January 1983, a suitably qualified and experienced teacher for the post of Headteacher of this R.C. school for children between the ages of 5 and 10 years. Applicants should be practising catholics.
Application forms may be obtained from the Directorate of Personnel Office, 4th Floor, Municipal House, Market Street, Bradford, BD1 1NP and should be returned to the Chairman of Governors, Father Walmsley, St. Walburga's Presbytery, Kirkgate, Shipley, West Yorkshire by 17th September, 1982.
Ref. 27 64958/TES.
(68896) 110010

CORNWALL
EDUCATION COMMITTEE
FLEMING C. OF E. JUNIOR AND INFANTS SCHOOL
Coventry Road, Flushing, Falmouth. TR11 5TE
GROUP IV
VACANT FROM: 1st January, 1983.
CLOSING DATE: 24th September, 1982.
Applications are invited from suitably qualified teachers for the headship of the following School:
Application form and further details available on request (s.a.e.) to be returned completed and endorsed "Application" to the Director of Education, County Hall, Truro, Cornwall. There is a removal expenses scheme for this vacancy appointment.
(68897) 110010

LEICESTERSHIRE
LEICESTER MELLOR PRIMARY SCHOOL
HEADSHIP GROUP 5
HEAD required January, for this school with approximately 436 on roll in an area of multi-cultural origin.
Details on request (s.a.e.).
Apply (no forms) with full particulars and names and addresses of two referees to the Director of Education, County Hall, Glenfield, Leicester, LE3 8RF by 14th September, 1982. (68898) 110010

LEICESTERSHIRE
LEICESTER OVERDALE COUNTY INFANT SCHOOL
HEADSHIP GROUP 4
Head required for this school with approximately 195 on roll in generous post-war buildings. Details on request (s.a.e.).
Apply (no forms) with full particulars and names and addresses of two referees to the Director of Education, County Hall, Glenfield, Leicester, LE3 8RF by 14th September, 1982. (68899) 110010

LEICESTERSHIRE
CLOWES C.P. SCHOOL, COUNTY PRIMARY SCHOOL
HEADSHIP - GROUP 1
HEAD required January for this attractive village school with approximately 58 on roll. Details on request (S.A.E.).
Apply (no forms) with full particulars and the names and addresses of two referees to the Director of Education, County Hall, Glenfield, Leicester, LE3 8RF by 14th September, 1982. (68900) 110010

ARNESBY C.P. SCHOOL, COUNTY PRIMARY SCHOOL
HEADSHIP - GROUP 1
HEAD required January for this school with approximately 38 on roll. Details on request (S.A.E.).
Apply (no forms) with full particulars and the names and addresses of two referees to the Director of Education, County Hall, Glenfield, Leicester, LE3 8RF by 14th September, 1982. (68901) 110010

Scale 2 Posts and above

BRENT
LONDON BOROUGH OF BRENT
OUR LADY OF GRACE R.C. INFANT SCHOOL
Dollis Hill Avenue, NW2 6EU
(Roll 260)
Headmistress: Mrs M.J. Pierce
Required as soon as possible
ASSISTANT TEACHER, Scale 2 post available for Pianist.
London Allowance of £834 per annum is payable. The Brent is an equal opportunity employer.
Applications are welcome from candidates regardless of race, Nationality, Ethnic or Nat. Origins, Age, Marital Status, Sex, Sexual Orientation and from Registered Disabled Persons. Brent is fundamentally committed to multi-cultural education.
Application forms (SAE) available from Director of Education, P.O. Box 37, Cheyne Wing, Chesterfield House, 9 Park Lane, Wembley, HA9 7RW returnable to the School within 10 days.
(68856) 110020

KIRKLEES
METROPOLITAN COUNCIL
JUNIOR SCHOOL
Lumpsett Road, Dewsbury WF13 2QE
(REF 508)
Required for January, 1983 experienced teacher (preferably Catholic), Scale 2/3, to be responsible for MATHEMATICS throughout the school.
Application forms obtainable (s.a.e. please) from the Deputy Area Surveyor, Mr. Monaghan A.R.I.C.S., Jubilee Buildings, Wood Street, Wakefield, West Yorkshire WF1 2EE, to whom completed forms should be returned by 14th September, 1982. (68854) 110020

SOMERSET
ST. GEORGE'S R.C.V.A. PRIMARY SCHOOL
Taunton (329)
For January, 1983, junior teacher with responsibilities for co-ordinating the teaching of MUSIC throughout the school. Scale post for suitable candidate.
Applicants must be communicating members of the Catholic Church, and be suitable to hold the Catholic Teacher's certificate for Religious Education.
Application form and details from the Governors, c/o the Diocesan Education Office, Wyvern House, The Crescent, Taunton TA1 4EA.
Closing date: 15th September, 1982. (68907) 110060.

Scale 1 Posts

CUMBRIA
COUNTY COUNCIL
EDUCATION DEPARTMENT
KESWICK C.P. SCHOOL
(Voluntary Aided)
(equivalent to 4.11 years, mixed, 121 on roll)
Required January, 1983, with experience in Science and ability to take Games and Physical Education preferred.
Application forms available from the Assistant Director (Personnel), Cumbria House, Carlisle CA1 1RD to whom they should be returned by 30th September 1982. Candidates should be prepared to attend for interview on a date to be arranged.
(68908) 110030

SOMERSET
STOKE ST. MICHAEL COUNTY PRIMARY
No. 581/3
For January, 1983, infant teacher, Scale 1. Interest in curriculum development and creative activities would be an advantage. Temporary appointment.
Application form and details (SAE) from the Head at the School.
Closing date: 15th September, 1982. (68909) 110032

Secondary Education

Headships

WALSALL
EDUCATION COMMITTEE
BLAKE HALL COMPREHENSIVE SCHOOL
Old Hall Lane, Aldridge, Walsall WS9 0NL
Applications are invited from suitably qualified and experienced men and women for the post of HEAD TEACHER of this mixed (11 - 18 Comprehensive School (Roll 1,100) which has recently been designated a Community School.
The post is tenable from 1st January, 1983.
Application forms and further details available on receipt of an S.A.E. from the Director of Education, Civic Centre, Darwall Street, Walsall WS1 1DG to whom they should be returned by 30th September 1982.
This Authority is an equal opportunity employer.
(68810) 110010

WALSALL
METROPOLITAN BOROUGH OF WALSALL
EDUCATION COMMITTEE
MANOR SCHOOL
COMPREHENSIVE SCHOOL
Manor Crescent, Rushall, Walsall
Applications are invited from suitably qualified and experienced men and women for the post of HEAD TEACHER of this mixed (11 - 18 Comprehensive School (Roll 1,100) which is an established Community School. The post is tenable from 1st January, 1983.
Application forms and further details available on receipt of an S.A.E. from the Director of Education, Civic Centre, Darwall Street, Walsall WS1 1DG to whom they should be returned by 30th September 1982.
This Authority is an equal opportunity employer.
(68810) 110010

Deputy Headships Second Masters/ Mistresses

WALSALL
METROPOLITAN BOROUGH OF WALSALL
EDUCATION COMMITTEE
THE BEACON SCHOOL
SELF-FULL COMPREHENSIVE
Walsall Lane, Rushall, Walsall WS4 1NL
Applications are invited from suitably qualified and experienced men and women for the post of DEPUTY HEAD (Second Master/Mistress) of this 11-18 Comprehensive School (Roll 1,100) which is an established Community School. The post is tenable from 1st January, 1983.
Application forms and further details available on receipt of an S.A.E. from the Director of Education, Civic Centre, Darwall Street, Walsall WS1 1DG to whom they should be returned by 30th September 1982.
This Authority is an equal opportunity employer.
(68811) 110020

Remedial Posts

Scale 1 Posts

BRENT
LONDON BOROUGH OF BRENT
KINGSBURY HIGH (MIXED) SCHOOL
Princes Avenue, NW9 9JR
(Situated in very pleasant surroundings, Roll 1780, 11 - 18, 280 in Sixth Form)
Required as soon as possible - **REMEDIAL TEACHER** for a group in the second year to cover basic skills and to do some English teaching within the Language part of the school. Could suit a Junior School trained teacher. (Scale 1).
London Allowance of £834 per annum is payable. Brent is an equal opportunity employer. Applications are welcome from candidates regardless of Race, Nationality, Ethnic or National Origins, Age, Marital Status, Sex, Sexual Orientation and from Registered Disabled Persons. Brent is fundamentally committed to multi-cultural education.
Application forms (SAE) available from Director of Education, P.O. Box 37, Cheyne Wing, Chesterfield House, 9 Park Lane, Wembley, HA9 7RW returnable to the School within 10 days.
(68858) 110020

Secondary Education

Headships

WALSALL
EDUCATION COMMITTEE
LEIGH BEDFORD HIGH SCHOOL
Manchester Road, Leigh WN7 2LY
(11 - 16 Mixed Comprehensive)
Required for Spring Term, 1983 or as soon as possible ENGLISH (Scale 1).
Application forms and further particulars available from and returnable to the Headteacher at the school (S.A.E. please).
Closing date: 17th September, 1982. Ref. ASS. (68908) 110022

Scale 1 Posts

BRENT
LONDON BOROUGH OF BRENT
QUEEN HELEN HIGH (MIXED) SCHOOL
Quainton Street, NW10 0BJ
(Roll 1,000, 11 - 18)
Required as soon as possible **ASSISTANT TEACHER** (Scale 1) to teach mainly physics or to teach physics and CDT. Ability to help with some arithmetic and low form Mathematics for which pupils would be an advantage.
London Allowance of £834 per annum is payable. Brent is an equal opportunity employer. Applications are welcome from candidates regardless of race, nationality, ethnic or national origins, age, marital status, sex, sexual orientation, registered disabled persons. Brent is fundamentally committed to multi cultural education.
Application forms (S.A.E.) available from Director of Education, P.O. Box 37, Cheyne Wing, Chesterfield House, 9 Park Lane, Wembley, HA9 7RW, returnable to the School within 10 days.
(68859) 110022

BROMLEY
LONDON BOROUGH OF BROMLEY
HAYES SCHOOL
Hayes Lane, Hayes, Bromley, Kent BR2 7DB
Required by early January, 1983 for experienced (1) Teacher of Mathematics to take responsibility for Mathematics to six-form level. Scale 2 post dependent upon qualifications and experience.
London Area Allowance of £834 per annum is payable.
Applications are invited from suitably qualified and experienced men and women for the post of DEPUTY HEAD (Second Master/Mistress) of this 11-18 Comprehensive School (Roll 1,100) which is an established Community School. The post is tenable from 1st January, 1983.
Application forms and further details available on receipt of an S.A.E. from the Director of Education, Civic Centre, Darwall Street, Walsall WS1 1DG to whom they should be returned by 30th September 1982.
This Authority is an equal opportunity employer.
(68810) 110010

By Subject Classification

Commercial Subjects

Scale 1 Posts

BRENT
LONDON BOROUGH OF BRENT
QUEEN HELEN HIGH (MIXED) SCHOOL
Quainton Street, NW10 0BJ
(Roll 1,000, 11 - 18)
Required as soon as possible **SUBJECT TEACHER** (Scale 1) to teach mainly typewriting to RSA and CSE standard. Ability to help with some arithmetic and low form Mathematics for which pupils would be an advantage.
London Allowance of £834 per annum is payable. Brent is an equal opportunity employer. Applications are welcome from candidates regardless of race, nationality, ethnic or national origins, age, marital status, sex, sexual orientation, registered disabled persons. Brent is fundamentally committed to multi cultural education.
Application forms (S.A.E.) available from Director of Education, P.O. Box 37, Cheyne Wing, Chesterfield House, 9 Park Lane, Wembley, HA9 7RW, returnable to the School within 10 days.
(68859) 110022

BRENT
LONDON BOROUGH OF BRENT
KINGSBURY HIGH (MIXED) SCHOOL
Princes Avenue, NW9 9JR
(Situated in very pleasant surroundings, Roll 1780, 11 - 18, 280 in Sixth Form)
Required as soon as possible - **REMEDIAL TEACHER** for a group in the second year to cover basic skills and to do some English teaching within the Language part of the school. Could suit a Junior School trained teacher. (Scale 1).
London Allowance of £834 per annum is payable. Brent is an equal opportunity employer. Applications are welcome from candidates regardless of Race, Nationality, Ethnic or National Origins, Age, Marital Status, Sex, Sexual Orientation and from Registered Disabled Persons. Brent is fundamentally committed to multi-cultural education.
Application forms (SAE) available from Director of Education, P.O. Box 37, Cheyne Wing, Chesterfield House, 9 Park Lane, Wembley, HA9 7RW returnable to the School within 10 days.
(68858) 110020

BRENT
LONDON BOROUGH OF BRENT
LEIGH BEDFORD HIGH SCHOOL
Manchester Road, Leigh WN7 2LY
(11 - 16 Mixed Comprehensive)
Required for Spring Term, 1983 or as soon as possible ENGLISH (Scale 1).
Application forms and further particulars available from and returnable to the Headteacher at the school (S.A.E. please).
Closing date: 17th September, 1982. Ref. ASS. (68908) 110022

Home Economics

Scale 1 Posts

BEDFORDSHIRE
NORTHERN AREA
THE SAMUEL WHITBREAD SCHOOL
Clifton, Bedford, Beds
Headmaster: Mr. R. S. Dodsworth
Tel: Shefford 812798
(12 - 18 mixed comprehensive)
Required September, 1983 a **TEMPORARY TEACHER OF HOME ECONOMICS** (68882)
Scale 1, for one term only in the first instance.
The successful candidate will be required to teach up to and including 'O' level standard.
Application forms from D J H Knowles, Northern Area Education Officer, County Hall, Bedford, MK42 9AP, to whom they should be returned immediately. (68882)
133092

WALTHAM FOREST
LONDON BOROUGH OF WALTHAM FOREST
AN EQUAL OPPORTUNITY EMPLOYER
Waltham Forest is within easy reach of Central London and bordered by Epping Forest. London Addition to salary payable.
SIR GEORGE MONOUX SENIOR HIGH SCHOOL
Chingford Road, London E17 5AA
Head Teacher: Mr. A.T. Sanders
REQUIRED FOR SEPTEMBER 1983 PART TIME POST OF TEACHER OF HOME ECONOMICS (Scale 1) to teach this 5 form entry Comprehensive School pupils aged 14 - 18 years (850 on roll).
Ability to offering and associated subjects for four teaching periods per week to fourth & fifth year groups.
Apply for one in the first instance to the Chief Education Officer, Municipal Offices, High Road, Leyton, London E10 5QJ, enclosing curriculum vitae and giving the names, status and addresses of two referees. (68883)
133092

Humanities

Heads of Department

BRADFORD
CITY OF BRADFORD METROPOLITAN COUNCIL
ECCLESHILL UPPER SCHOOL
Numbers on roll 1043, no. in Sixth Form 114
Required for January 1983 (or earlier if suitable) Head of Humanities Scale 4.
The successful candidate will be expected to teach History up to 'O' level but will have overall and co-ordinating responsibility for the Geography, Social Studies, Economics and R.E. Departments, each of which have their own Head of Department.
Application forms may be obtained from the Directorate of Personnel Office, 4th Floor, Provincial House, Market Street, Bradford, BD1 1NP and should be returned to the Headteacher, Mr. C. Wignall, Ecclesihill Upper School, Harrogate Road, Bradford, West Yorks, BD10 0JE, by 17th September 1982.
Ref. ET 64888/TES.
(68869) 133416

Mathematics

Scale 2 Posts and above

LANCASHIRE COUNTY COUNCIL
EDUCATION DEPARTMENT
Re-advertisement
OVER WYRE ST AIDAN'S C.E. HIGH
Carlisle, Preesall, Nr. Fleetwood
(700 on Roll)
1st January, 1983
MATHEMATICS & COMPUTER STUDIES
Forms/further details from/to Headteacher at the School. Tel: 03952 2445.
Closing date: 7th September, 1982. (68842)
133440

Scale 1 Posts

BRADFORD
CITY OF BRADFORD METROPOLITAN COUNCIL
ECCLESHILL UPPER SCHOOL
Number on roll 1040
Required for Sixth Form 110
Required for January, 1983 (or earlier if suitable) Graduate Mathematics Teacher to replace a teacher on maternity leave.
Application forms may be obtained from the Directorate of Personnel Office, 4th Floor, Provincial House, Market Street, Bradford, BD1 1NP and should be returned to the Headteacher, Ecclesihill Upper School, Harrogate Road, Bradford, BD10 0JE by 17th September 1982.
Reference ET 65062/TES.
(68868) 133416

BRENT
LONDON BOROUGH OF BRENT
PRESTON MANOR HIGH (MIXED) SCHOOL
Carlton Avenue East, Wembley, HA9 8NA
(roll 1270, expanding to full T.F.E., 11 - 18, approximately 240 in well established Sixth Form)
Excellent modern facilities in all subjects.)
Required as soon as possible, an enthusiastic graduate MATHEMATICS TEACHER to join a successful department and teach the subject up to and including 'O' level and if possible to 'A' level where options include Pure Maths, Further Mathematics and Statistics. Scale 1, but a suitably experienced candidate would be considered for Scale 2. There is a strong tradition of staff involvement in extra curricular activities and candidates should indicate their fields of interest in this respect.
London allowance of £834 per annum is payable. Brent is an equal opportunity employer. Applications are welcome from candidates regardless of Race, Nationality, Ethnic or National Origins, Age, Marital Status, Sex, Sexual Orientation and from Registered Disabled Persons. Brent is fundamentally committed to Multi-Cultural education.
Application forms (SAE) available from Director of Education, P.O. Box 37, Cheyne Wing, Chesterfield House, 9 Park Lane, Wembley, HA9 7RW returnable to the Head of the School within 10 days.
(68860) 133422

CAMBRIDGESHIRE
HUNTINGDON AREA
LONGSANDS SCHOOL
St Neots, Huntingdon, Cambs
Required for September, 1983 Temporary Teacher of Mathematics (Scale 1) to teach in the Main School. Full or part-time applications will be considered.
Applications by letter, no forms, to the Headmaster at the School. (68891)
133442

ISLE OF WIGHT
COUNTY COUNCIL
NEWPORT HIGH SCHOOL
Parkhurst Road, Newport, Isle of Wight PO30 5XA
Age range 13 - 18 years, 1275 on roll
Required in September, 1983, a **TEACHER OF MATHEMATICS** (Scale 1) for the Sixth Autumn term only.
The successful candidate is expected to teach across the ability range in the 13 - 16 comprehensive courses for C.S.E. and 'O' level examinations.
For further details and application form write with s.a.e. to the Headmaster or Tel: 0983 523355. (68837)
133426

LONDON BOROUGH OF HILLINGDON
QUEENSMEAD SCHOOL
Queen's Walk, Ruislip, Middlesex HA4 0LS
75 in sixth form
MATHEMATICS
Required as soon as possible Scale 1/2 teacher of the subject throughout the School. The work would include some 'A' level teaching for an adequately qualified applicant but would otherwise involve the full range of Maths classes from Years 1-5.
Queensmead is a 6 fe 11-18 comprehensive school. Facilities include a Maths Laboratory and the Department is served by Computer Studies Courses. Maths courses are traditional in nature.
The post would be suitable for an assistant in the profession but a Scale 2 post could be established for a well qualified and experienced candidate.
Please apply by letter to the Head of the School giving full details of qualifications and experience and stating the names and addresses of two referees.
Closing date: 8th September, 1982. Outer London Allowance payable. (68832)
133425

LONDON BOROUGH OF HILLINGDON
VYNERS SCHOOL
Warren Road, Ickenham, Middlesex UB10 8AA
Number on roll 980
199 in Sixth Form
Required from January 1983 for one term, a teacher of Mathematics to teach the subject throughout this 5 form entry mixed comprehensive school.
Applications are invited from teachers able to offer full or part-time assistance.
Please apply in the first instance by letter to the Head of the School stating the names and addresses of two referees.
Outer London Allowances Payable. (68805)
133442

WEST SUSSEX
COUNTY COUNCIL
ST. MICHAEL'S C.P. SCHOOL, LITTLEHAMPTON
Littlehampton
Aged 11 - 18 Comprehensive
Mixed
(Roll 1,000)
Required for September 1983 a MATHEMATICS teacher. A programme can be arranged across the age and ability range. SMS is taught to C.S.E. levels and there are courses in A level Mathematics and Money Management.
Please apply to Headmaster giving personal, personal details and quoting names and addresses of two referees who will be given reference and appointment will be subject to satisfactory medical report.
Ref. ET 65064/TES.
(68888) 133428

RICHMOND UPON THAMES
LONDON BOROUGH OF RICHMOND UPON THAMES
SHENE SCHOOL
Park Avenue, East Sheen, London SW14 8RG
Head Teacher: Mrs. S.C.B. Davey, M.Sc., D.I.C.
PART-TIME MATHEMATICS (BASED ON SCALE 1)
Required for the Autumn Term, 1982 a teacher of Mathematics to teach to Ordinary level and CSE standard for 0.5 of the week. The Kent Mathematics Project has been recently introduced and is now taught throughout the school. A fully equipped computer studies laboratory is being developed.
Shene is a mixed 11 - 16 comprehensive school of 900 pupils situated in pleasant grounds close to Richmond Park.
Immediate application by letter with full curriculum vitae should be made to the Headmaster at the school. Previous applicants will not be considered.
(67061) 133426

Modern Languages

Heads of Department

BERKSHIRE
MEADWAY COMPREHENSIVE SCHOOL
The Meadway, Tilehurst, Reading.
Required January 1983 **HEAD OF MODERN LANGUAGES** (Scale 4) (French and Italian).
This is a post of considerable challenge for a person with energy and enthusiasm.
Application forms from The Headmaster (see address). Closing date 12 September. Berkshire County Council is an equal opportunity employer. (68885)
133418

KIRKLEES
METROPOLITAN COUNCIL
ROYDS HALL HIGH SCHOOL (REF. 510)
Victory Avenue, Paddock, Huddersfield HD1 4PW
Applications are invited from suitably qualified and experienced teachers for the post of **HEAD OF MODERN LANGUAGES**, SCALE 3. In this (11 - 16 mixed comprehensive school, the appointment will take effect from January or Easter 1983. French and German are taught in addition to Spanish, Ethnic or National Origins. A well established department, the successful candidate will be given considerable opportunity for innovation and room for initiative.
Application forms obtainable from the Head Teacher at the School to whom completed forms should be returned no later than 8th September 1982.
(68803) 133422

LONDON BOROUGH OF HILLINGDON
QUEENSMEAD SCHOOL
Queen's Walk, Ruislip, Middlesex HA4 0LS
75 in sixth form
MATHEMATICS
Required as soon as possible Scale 1/2 teacher of the subject throughout the School. The work would include some 'A' level teaching for an adequately qualified applicant but would otherwise involve the full range of Maths classes from Years 1-5.
Queensmead is a 6 fe 11-16 comprehensive school. Facilities include a Maths Laboratory and the Department is served by Computer Studies Courses. Maths courses are traditional in nature.
The post would be suitable for an assistant in the profession but a Scale 2 post could be established for a well qualified and experienced candidate.
Please apply by letter to the Head of the School giving full details of qualifications and experience and stating the names and addresses of two referees.
Closing date: 8th September, 1982. Outer London Allowance payable. (68832)
133425

LONDON BOROUGH OF HILLINGDON
VYNERS SCHOOL
Warren Road, Ickenham, Middlesex UB10 8AA
Number on roll 980
199 in Sixth Form
Required from January 1983 for one term, a teacher of Mathematics to teach the subject throughout this 5 form entry mixed comprehensive school.
Applications are invited from teachers able to offer full or part-time assistance.
Please apply in the first instance by letter to the Head of the School stating the names and addresses of two referees.
Outer London Allowances Payable. (68805)
133442

WEST SUSSEX
COUNTY COUNCIL
ST. MICHAEL'S C.P. SCHOOL, LITTLEHAMPTON
Littlehampton
Aged 11 - 18 Comprehensive
Mixed
(Roll 1,000)
Required for September 1983 a MATHEMATICS teacher. A programme can be arranged across the age and ability range. SMS is taught to C.S.E. levels and there are courses in A level Mathematics and Money Management.
Please apply to Headmaster giving personal, personal details and quoting names and addresses of two referees who will be given reference and appointment will be subject to satisfactory medical report.
Ref. ET 65064/TES.
(68888) 133428

Religious Education

Scale 1 Posts

BEDFORDSHIRE
NORTHERN AREA
THE STEPHENSON UPPER SCHOOL & COMMUNITY COLLEGE
Mentmore Road, Leighton Buzzard, Beds, LU7 8JW, to be restamped to Head Teacher by 1st September, 1982. (68841)
133429

BOLTON
BOLTON METROPOLITAN BOROUGH
HAYWOOD SCHOOL
Lever Edge Lane, Bolton BL3 3HH
PHYSICS SCALE 1
Teacher required as soon as possible.
Application forms, obtainable from Director of Education and Arts, P.O. Box 53, Paderburn House, Civic Centre, Bolton BL1 1JW, to be returned to Head Teacher by 1st September, 1982. (68843)
133429

BOLTON
BOLTON METROPOLITAN BOROUGH
HARPER GREEN SCHOOL
Harper Green Road, Farnworth, Bolton BL4 0DH
CERAMICS SCALE 1
Temporary teacher required from 1st September, 1982 to 31st December, 1982 to teach to examination level.
ST. GUTHERT'S R.C. SCHOOL
Old Kiln Lane, Bolton BL1 5EX
CRAFTS SCALE 1
Temporary teacher required from 1st September, 1982 to 31st August, 1983 to teach crafts including metalwork.
Application forms obtainable from Director of Education and Arts, P.O. Box 53, Paderburn House, Civic Centre, Bolton BL1 1JW to be returned to Head Teacher by 8th September, 1982. (68902)
133422

COVENTRY
CITY OF COVENTRY
ASSISTANT TEACHER(S) required September, 1983 at:-
FINHAM PARK MIXED COMPREHENSIVE SCHOOL
Green Lane, CV3 6EA
(1350 on roll)
PHYSICS Scale 1. Full or part-time. ABILITY to teach MATHEMATICS to subsidiary level. Temporary 1 year appointment.
LYNG HALL GIRLS' COMPREHENSIVE SCHOOL
Blackhayes, CV2 3JS
(1300 on roll)
PHYSICS & GENERAL SCIENCE Scale 1/2. Temporary appointment in the first instance. Applications are welcome from candidates regardless of Race, Nationality, Ethnic or National Origins. Apply to Deputy Head (Personnel) for application forms and further details. Closing date 10th September, 1982.

Science

Scale 2 Posts and above

BRENT
LONDON BOROUGH OF BRENT
CLAREMONT HIGH (MIXED) SCHOOL
Claremont Avenue, Kenton, Harrow HA3 0UH
(Roll 1,100, 11 - 18)
Required as soon as possible **TEACHER OF FRENCH** (0.5), Scale 1/2 Teacher and ability to teach MATHEMATICS, A combination of traditional and modern Audio Visual methods of teaching are used and a new language laboratory has recently been installed.
Application forms (SAE) available from Director of Education, P.O. Box 37, Cheyne Wing, Chesterfield House, 9 Park Lane, Wembley, HA9 7RW, returnable to the Head of the School within 10 days.
London Allowance of £834 per annum is payable. Brent is an equal opportunity employer. Applications are welcome from candidates regardless of Race, Nationality, Ethnic or National Origins, Age, Marital Status, Sex, Sexual Orientation and from Registered Disabled Persons. Brent is fundamentally committed to multi-cultural education. (68837)
133422

HUMBERSIDE
EDUCATION COMMITTEE
SCUNTHORPE DIVISION
FOXHILLS COMPREHENSIVE SCHOOL
Foxhills Road, Scunthorpe
Head Teacher: C. Burton, M.A.
No. on Roll: 1030
PART-TIME FRENCH (Scale 1 min S.P.A.) with some German required for September 1983 to join a strong Languages Department. (French) (German, Latin, Italian) in this mixed 11 - 18 Comprehensive School.
Application forms obtainable from the Head Teacher at the School to whom completed forms should be returned no later than 8th September, 1982. (68803)
133422

KIRKLEES
METROPOLITAN COUNCIL
**HILLEY HI

SECONDARY SCIENCE
continued

CROYDON
LONDON BOROUGH OF CROYDON

RIDDLESDOWN HIGH
Houlgate Wallbridge, Purley, Surrey CR2 1EX
Tel: 01-668 5158/9
Telex: 1st September, 1982.

Required a teacher of Chemistry and General Science at this 13 to 18 Comprehensive School, located on the lawns overlooking Purley.

Further details available on application to the Headmaster, S.A.E. please.

SALARY: Burnham Scale with London Area Allowance. (68905) 134823

GLOUCESTERSHIRE
COLWELL SCHOOL FOR GIRLS
Derby Road, Gloucester
BIOLOGIST REQUIRED FROM 1st September to teach mainly to 'O' and 'A' level. Temporary for an indefinite period due to illness of permanent teacher.
Apply by letter to Headmistress with CV and names of 2 referees or phone Gloucester 24333. (68835) 134828

HAMPSHIRE
THE HURST SCHOOL
Basingstoke, Basingstoke, RG26 5NL
11 - 16 Mixed Comprehensive
N.O.R. 1500
Required January 1983 or earlier, Teacher of Physics to Scale 1.
Applications with curriculum vitae to Headmaster. (57068) 134822

KIRKLEES
METROPOLITAN COUNCIL
HOWDEN CLOUGH HIGH SCHOOL
Windmill Lane, Batley, West Yorkshire
(Ref. 311)
Required as soon as possible, a temporary Scale 1 Teacher of Science to join a team in Girls Comprehensive School. Qualifications in Physics and/or Chemistry would be an advantage.
Letters of application giving full curriculum vitae and names and addresses of two referees should be sent to the Headmaster at the school as soon as possible. (57059) 134822

METROPOLITAN BOROUGH OF DUDLEY
THE CRESTWOOD SCHOOL
Prestwood Lane, Kingswinford
(60-00 comp. 1080 on roll - 160 in the sixth)
For September
TEACHER of CHEMISTRY and GENERAL SCIENCE to CSE level.
Further details from Headmaster. (68840) 134823

RICHMOND UPON THAMES
LONDON BOROUGH OF RICHMOND UPON THAMES
WHITTON SCHOOL
11 - 18 mixed comprehensive.
Percy Hilton, Whitton, Twickenham, Middlesex TW4 2QE
Required for one term September, ASSISTANT MASTER FOR SCIENCE, SCALE 1 (plus Outer London Allowance) to cover for full range of pupils, including those reading for public examinations.
Apply by letter as soon as possible to the Headmaster, stating if the school is mixed. (57065) 134822

Technical Studies

Scale 1 Posts

EALING
LONDON BOROUGH
EDUCATION SERVICE
PERIVALE MANOR HIGH SCHOOL
Drayton Bridge Road, Hanwell, London, W7
Number on Roll September, 1983: 1160. Sixth Form: 200
Required for September, 1983 or as soon as possible thereafter a Teacher of Technical Studies. Scale 1. The successful candidate could concentrate on Woodwork and Metalwork or share the teaching of both together with some Technical Drawing.
London Weighting £824.
Please send brief curriculum vitae to the Head of the school with the names and addresses of two referees. (68038) 135429

Other than by Subject Classification

Heads of Department

CAMBRIDGESHIRE
CAMBRIDGESHIRE LIBRARIES
PETERBOROUGH DIVISION
HEAD OF RESOURCES
APS - £7,371-£7,875
We are looking for an enthusiastic and energetic Chartered Librarian, preferably with a degree or teaching qualification as Head of Resources at Ken Stimpson Community School.
Experience of resource-based learning, implementing curriculum development, involvement with curriculum planning and a strong commitment to community development are desirable. A working knowledge of computer applications would also be advantageous.
The person appointed will be based at the new Warrington District library due to open in September, 1983 as a joint-use library for both the population of Warrington and the new Ken Stimpson Community School is in the Warrington township which comprises major shopping, sports and leisure facilities. The successful applicant will be part of a team of chartered librarians initiating and developing schools information, adult and children's services.
Further details and application form from Assistant Chief Librarian, Peterborough Divisional Library, Broadway, Peterborough PE1 1RX to whom applications should be returned within two weeks of the appearance of this advertisement.
This is a re-advertisement. Previous applications will be considered. (68838) 135418

Sixth Form and Tertiary Colleges

Scale 1 Posts

BEDFORDSHIRE
LUTON SIXTH FORM COLLEGE
Leaders Hill Road, Luton, Beds.
Principal: Dr. L. Martindale, B.Sc.(Econ).
Required for September 1983, suitably qualified teachers of General Subjects to 'A' and C.S.E. and Foundation Levels. Successful applicants would be expected to contribute to the College's programme of Complementary Studies.
Applications by letter should be sent as soon as possible to the Principal, giving full personal and professional details, the subjects which could be taught and the names, status and addresses of two referees.
Probationers will be considered for these Scale 1 posts which will be for one year in the first instance. (68815) 140022

Special Education

Headships

LEICESTERSHIRE
LEICESTER HIGH LEAS SCHOOL
E.S.N.(M)
HEADSHIP - GROUP 6(8)
Head required January, for this school which accommodates approximately 114 children in the 7 - 17 age range.
Details on request (s.a.e.).
Apply (on forms) with full particulars and names and addresses of two referees to the Director of Education, County Hall, Glenfield, Leicester LE3 8RA by 14th September, 1982. (68903) 160010

Scale 1 Posts

BORDERS
REGIONAL COUNCIL
Invite applications for the following:
EDUCATION
PRIMARY SCHOOLS
Temporary Teacher of the Deaf, Tweedbank Partially Hearing Unit, Tweedbank School, Galashiels (from October, 1982 to 30th June, 1983).
Application forms and further particulars may be obtained from the Ferguson Boswells and returned to the Director of Education not later than 1st September, 1982. (68827) 160002

CAMBRIDGESHIRE
SPRING COMMON SCHOOL
Ameriden Lane, Huntingdon, Cambs
Tel: (0480) 54396.
Headmaster: Denis Baldry
Required for September 1982, Section A - ESN(M). Pupils, temporary appointment pending future term but with possibility of permanency. Salary Scale 1 (PLUS TEACHER'S ALLOWANCE) with several mentally handicapped pupils aged 5 - 19 year range. Previous experience within this field of education would be an advantage.
Please apply immediately to the Headmaster at the school, stating full name and addresses (plus telephone number) of two referees. (68825) 160022

CHESHIRE
EDUCATION COMMITTEE
GREEN LANE SPECIAL SCHOOL
Green Lane, Padgate, Warrington, Cheshire
Tel: Warrington 811651
Group: 6(8)
TEACHER - SCALE 1 (PLUS SPECIAL SCHOOLS ALLOWANCE)
Required to be responsible for a mixed class of pupils with learning difficulties in the secondary range.
Applications from candidates with wide interests welcomed.
Further details of the post available from the Head Teacher at the school.
Application forms available from and to be returned to: District Education Officer, Priestley House, Rectory Road, Warrington, Cheshire, by date 30th September, 1982. (68856) 160024

LONDON NW4
Persons 25 - 40 years, preferably with some experience of mentally handicapped children/adults wanted for Educational/social project with mildly retarded girls 12 - 16 years. Share N.W. London. Possibly suit person with interest in employment. Salary negotiable.
Apply in writing to Jacobs, 3 Bell Road, London NW4. (68818) 160023

Independent Schools

Deputy Headships
Second Masters/ Mistresses

LANCASHIRE COUNTY COUNCIL
EDUCATION DEPARTMENT
CHORLEY ASTLEY PARK SCHOOL
Chorley
150 on Roll
1st January, 1983
BASIC DOMESTIC SCIENCE/LIFE SKILLS
Scale 1 + S.S.A.
Application forms and addresses to whom completed forms should be sent, send SAE (foolscap) to District Education Officer, Williams & Glyn's Bank Chambers, Market Street, Chorley.
Closing date: 7th September, 1983. (68846) 160022

By Subject Classification

Economics

Other Assistants

SURREY
CONVENT OF THE SACRED HEART
Woldingham, Surrey CR3 7YA
Independent Girls Boarding School
Required September, ECONOMICS teacher, part-time - to 'A' Level.
Apply Headmistress's Secretary - Catherham 49431. (68849) 182284

English

Other Assistants

SOMERSET
THE HALL SCHOOL
Nr. Wantage
150 girls aged 8 - 17 years
Owing to the illness of the person appointed we require from September (or January) an experienced teacher of English to G.C.E. and 'O' level with ability to raise their own love of literature in this junction of girls aged 15 - 17 years. Burnham Scale. Government Superannuation.
Apply with C.V. and names and addresses of two referees to the Headmistress. (68780) 182454

Geography

Other Assistants

MIDDLESEX
THE LADY ELEANOR HOLLES SCHOOL
Hanworth Road, Hampton, Middx. TW12 3HD
150 girls in Sixth Department
HONOURS GRADUATE required for November/January to teach Geography to 'A' level and GEOGRAPHY up to Advanced level. Geology an advantage. Salary Burnham Scale with allowance for duties in the Sixth Department. Burnham salary for part-time teaching. Application forms and particulars may be obtained from the Headmistress, Miss D.M. Fogarty MA Dip Ed (Oxon). To whom applications should be sent by 14th September. (68898) 160012

History

Other Assistants

ESSEX
BRENTWOOD SCHOOL
HISTORY:
Required for January, 1983, a GRADUATE to teach History and British and American Government, at all levels up to and including Scholarship level, with a substantial amount of 'O' and 'A' level teaching available. There is the possibility of a boarding house tutorship and limited residential accommodation for a married man. Applications invited. The ability to offer involvement with games or curriculum activities, particularly games, would be a distinct advantage. Brentwood Nativity Scale.
Applications with full curriculum vitae and names of two referees to Tim Hamilton-Torr, Brentwood School, Essex. (68901) 182864

LONDON
PART-TIME History Tutor required, Mondays and Wednesdays, to prepare groups girls for 'O' levels. Cambridge lizard, Tudors & Stuarts. £20.58 per day (4 hrs. 40 mins). Permanent post.
Miss Dixon & Miss Wolfe, Tutors, 25 Victoria Street, SW1H 0EX. Tel: 01-222 7117, or 01-668 1188 (evenings and week-ends). (68148) 182824

NORFOLK
ALL HALLOWS SCHOOL
Ditchingham, Bungay, Suffolk NR35 2DJ
Church of England boarding and day school for 800 girls
Required in January, 1983, or as soon as possible thereafter RESIDENT DEPUTY HEAD to take appointment of the present holder of the post to a headship.
Ability to offer Geography or English to 'A' level and University entrance an advantage. Salary Burnham Scale with allowances and qualifications and experience.
Accommodation is in a furnished or unfurnished flat which would be available for a married applicant.
Short listed candidates will be interviewed on 23rd September. Further particulars may be obtained from the Headmistress Miss D.M. Fogarty MA Dip Ed (Oxon) to whom applications should be sent by 14th September. (68899) 160012

Modern Languages

Other Assistants

CROYDON
WINTON SCHOOL
(Educational Day School Trust)
Required in September, HONOURS GRADUATE qualified to teach FRENCH to all levels of General Certificate and university entrance (including Oxbridge) up to 'A' level with a subsidiary subject and with games (Rugby, cricket & athletics) or other extra-curricular pursuits would be a recommendation. Burnham Scale 1 salary with London Area allowance and Government superannuation.
Applications with full details and names of referees, should be sent to the Headmaster, 303-309 Addiscombe Road, Croydon, Surrey. (68854) 185024

Pastoral

Other Assistants

DEVON
STOVER SCHOOL
Newton Abbot, Devon TQ12 6QG
Required in September, resident School Matron/Assistant Housemistress. B.Sc., or B.Sc. Econ.
Inquiries/applications, in writing please, to the Headmistress. (68149) 184024

HERTFORDSHIRE
CHRIST'S HOSPITAL GIRLS' SCHOOL
Cowper Street, Hertford, Herts. SG14 1LW
ASSISTANT HOUSEMISTRESS required in Autumn Term for Boarding House of girls aged 10 - 18 in this boarding school, to take charge of girls in out-of-school hours. Some part-time teaching may be available. Self-contained single flat. Previous experience helpful. Please apply to Miss B. Morrison, M.A. giving details of age, with curriculum vitae giving the names, addresses and telephone numbers of two referees. (67060) 184024

Physical Education

Heads of Department

GUERNSEY
ELIZABETH COLLEGE
(730 boys)
Required 1 September 1983 there is a need for a Master to organise Games and Physical Education to have at all levels from 11 upwards at the Upper School. Successful candidate must be skilled as a coach, be experienced as a player in Soccer Hockey and Cricket.
Further details and application forms are available from the Principal. Envelopes relating to this advertisement should be marked clearly 'Games and P.E. Master' and this stage only these with overseas Residential qualifications need apply. (68913) 184218

Science

Other Assistants

Davies Laing & Dick require part-time science tutors in Chemistry, Physics and Biology for G.C.E. 'O' level. Information mostly for part-time students.
Please apply in the Secretary's Office, Davies Laing & Dick, 26 Lamb's Conduit Street, London WC1N 3LW. Tel: 01-405 8541. (68822) 184024

Other than by Subject Classification

Other Assistants

DAVIES LAING & DICK
require part time tutors for GCE O & A levels and Grammar Entrance, from mid-September. Subjects available: Physics, Ancient History, Classical Civilisation, Greek, Latin, Geology, Economics, Social Economics, Tuition, Spanish Law.
Please apply in writing with C.V. to the Secretary, 26 Lamb's Conduit Street, London WC1N 3LW. Tel: 01-405 8541. (68280) 185024

NOTTINGHAMSHIRE
RODNEY SCHOOL
Kirklington, Nottinghamshire.
Music Teacher required for January, 1983. Up to 'O' level, some piano and singing coaching. Junior English and Boarding duties.
Apply to the Principal with two referees. (68883) 185024

DUNDEE
HIGH SCHOOL OF
(Grant-aided/Independent)
TEACHER OF ART
A teacher is required to assist with the teaching of Art throughout the Secondary Department. The successful applicant will also be expected to take part in a wide and varied programme of extra curricular activities. The post will commence on 11th October or as soon as practicable thereafter.
INSTRUMENTAL INSTRUCTORS (part-time)
Instructors are required to teach Violin/Viola and Cello/Double Bass at all stages to pupils in the Junior & Secondary Departments.
Conditions of employment, including fees hourly rates, flexible hours and travelling expenses, will be negotiated with suitable applicants.
Further particulars and an application form are available from the Rector, Euan Borland, Harris Academy, Dundee. Telephone number of two referees. (68890)

By Subject Classification

English

Other Assistants

DERBYSHIRE
Teacher of English required from January 1983 to supervise boys' boarding house and teach English. An interest in games would be helpful. Burnham Scale 1. Government Superannuation.
Apply with full details to the Headmaster, Mr. Matlock, Hall, Denby Dale, Huddersfield, Derbyshire, giving names and telephone number of two referees. (68880)

Geography

Other Assistants

SURREY
SHREWSBURY HOUSE SCHOOL
Teacher required to take Geography up to 'O' level and to help with games. B.Ed. Preferably Scale 1. Ability to coach an area. Assistant Housemistress.
Apply with C.V. to the Headmaster, Shrewsbury House School, Surbiton, Surrey. Burnham Scale 1. (68849)

Colleges of Further Education

Other Appointments

MERTON
LONDON BOROUGH OF MERTON TECHNICAL COLLEGE
CAREER GRADE II IN BUSINESS AND MANAGEMENT STUDIES
Qualified persons are invited for this post to be filled as soon as possible.
The successful candidate will be required to teach a range of management skills and be responsible for organising and developing courses in the Management Training Unit.
Burnham Scale, Lecturer Grade I/Senior Grade - £6,825 - £7,533 per annum, plus £834 p.a. London Allowance.
Further details and application forms available from Chief Administrative Officer, Merton Technical College, Morden Park, London Road, Morden, Surrey, to be returned by Friday, 10th September, 1982.
Mr. Davies, S.A. Director of Education and Clerk to the Governors. (68894) 180026

LIVERPOOL
WILLBANK COLLEGE OF COMMERCE
Bankfield Lane, Liverpool, L13 0BQ
TEMPORARY LECTURER IN MODERN FOREIGN LANGUAGE
Required as soon as possible.
Should preferably be a trained teacher with the appropriate qualifications and experience in the teaching of French.
Terms available from (S&E) and returnable to the Principal by 10th September, 1982.
The City Council is an equal opportunity employer and welcomes applications irrespective of sex or marital status. (68847) 180026

HUMBERSIDE COUNTY COUNCIL
NORTH LINDSEY COLLEGE OF TECHNOLOGY
Kingsway, Scunthorpe, South Humberside DN17 1AJ
Applications are invited for the following posts:-
MOTOR VEHICLE TECHNOLOGY - LECTURER I
(2 posts, 1 permanent, 1 one year contract)
To teach all aspects of Motor Vehicle Technology and be responsible for apprentices and Vocational Preparatory students and others. Good trade qualifications and experience essential.
Salary Burnham F2 scale Lecturer I (£5,586-£6,861).
To commence as soon as possible.
Further particulars etc. from the Principal (large sae please).
Closing date 9th September, 1982. (68805) 220026

HERTFORDSHIRE
DUNCOMBE SCHOOL
Re-advertisement due to unexpected withdrawal. Required for September, 1982 a qualified, experienced Infants teacher, Burnham Scale plus London Allowance.
Apply in writing with CV, quoting two referees to The Principal, Duncombe School, Hertford, SG14 3JA. (68892) 205024

WILTSHIRE
Vacancy in September, for young graduate in the boy's games, P.E., and play piano. Would suit recently qualified teacher or capable school leaver.
Written applications only to The Headmaster, Chafyn Grove School, Salisbury, Wilts SP1 1LR. (59733) 205024

WILTSHIRE
Required in January or April or September, next: An experienced and qualified teacher of MATHEMATICS and/or SCIENCE. A suitable applicant would also share the teaching of Mathematics throughout the school, where there is a long tradition of success in Public School Scholarships and in the Common Entrance Examination. The post would suit a graduate suitable for those under the age of 28 who wish to further their careers and who are looking for the opportunity to involve themselves in any of the games (football, rugger, cricket or other) at this Various out of school activities. The post is for a married or single person and accommodation is available if required. Salary above Burnham. Generous Superannuation.
Applications, with full curriculum vitae and names and addresses of two referees must reach the Headmaster by 9th October at Hawtreys, Savernake Forest, Marlborough, Wiltshire SN8 3RW. (68807) 203424

Modern Languages

Other Assistants

DERBYSHIRE
Teacher of French required from January 1983 to supervise boys' boarding house and teach French. An interest in games would be helpful. Burnham Scale 1. Government Superannuation.
Apply with full details to the Headmaster, Mr. Matlock, Hall, Denby Dale, Huddersfield, Derbyshire, giving names and telephone number of two referees. (68880)

Music

Other Assistants

DERBYSHIRE
Director of Music required for January 1983 at busy boarding Preparatory School. Responsibility for the full provision of musical activities including chapel music, individual piano teaching, orchestra, and Chapel choir.
Some experience essential.
Burnham Scale 1 plus possibility of Responsibility Allowance for Supervision.
Apply in full details to the Headmaster, Mr. Stancliffe Hall, Darley Dale, Matlock, Derbyshire, giving names and telephone number of two referees. (68814) 203284

NOTTINGHAMSHIRE
RODNEY SCHOOL
Kirklington, Nottinghamshire.
Music Teacher required for January 1983. Up to 'O' level, some piano and singing coaching. Junior English and Boarding duties.
Apply to the Principal with two referees. (68883) 185024

Other than by Subject Classification

Other Assistants

KENT
Young, single, enthusiastic and energetic person, male master, currently holding senior post, welcomes applications for post for January 1983/April 1983. Senior Boarding House. Deputy Head preferred. Deeply committed to the aims and principles of preparatory education and willing to contribute much over the call of duty. Immediately available for informal interview. Write box No 1258 0C4448 The Times WC1X 8EZ. (68894) 205024

SIXTEEN WEEKS HOLIDAY WITH PAY

Young Teachers urgently required for boys' prep school to teach general subjects to a class of 6 year olds.
Post also involves assisting with sports twice a week – weather permitting!
Great kids, pleasant atmosphere (usually!), reasonable salary, mainly young colleagues.
Applicants must be qualified and preferably experienced teachers.
If interested please write to Tim W. Patton (Headmaster), St Anthony's School, 90 Fitzjohn's Avenue, Hampstead, London NW3 – enclosing the names of two referees and a telephone number if possible.

PREPARATORY SCHOOLS
continued

Mathematics

Other Assistants

SURREY
Malthy Thurcher required September, Boys Prep. School Surrey. C.E.E. & I.S.S. Burnham Scale. Accommodation available. Boys' names reaching abilities. Write Box No. TES 4432, The Times, Wc1x 8EZ. (68805) 203424

WILTSHIRE
Required in January or April or September, next: An experienced and qualified teacher of MATHEMATICS and/or SCIENCE. A suitable applicant would also share the teaching of Mathematics throughout the school, where there is a long tradition of success in Public School Scholarships and in the Common Entrance Examination. The post would suit a graduate suitable for those under the age of 28 who wish to further their careers and who are looking for the opportunity to involve themselves in any of the games (football, rugger, cricket or other) at this various out of school activities. The post is for a married or single person and accommodation is available if required. Salary above Burnham. Generous Superannuation.
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DURHAM
COUNTY COUNCIL
BISHOP AUCKLAND TECHNICAL COLLEGE
SENIOR LECTURER
To be responsible across the College for the development and organisation of M.S.C. courses, liaison with outside firms and organisations will be important. Experience of curriculum development, particularly with M.S.C. and new training initiative courses will be an advantage. Qualified graduates with good qualifications, and considerable experience of and qualified teachers.
Further details and application forms, returnable by 10th September 1982, can be obtained from the Principal, Bishop Auckland Technical College, Woodhouse Lane, Bishop Auckland, Co. Durham DL14 7JZ. Tel: Bishop Auckland (0388) 603052. (524871) 220034

GLOUCESTERSHIRE
GLOUCESTERSHIRE COLLEGE OF ARTS AND TECHNOLOGY
DEPARTMENT OF MEDIA STUDIES
LECTURER I IN PRINTING
Brunswick Campus, Gloucester
Applications are invited for a lecturing post in Printing. Duties will be mainly concerned with the City and Guilds Stages 1 examination and TEC level 1 students.
Salary: On an incremental scale within the range of £5,535 - £6,867 p.a. (plus London Weighting £824 p.a.). Inner London Allowance starting point dependent on qualification, training and experience - Salary scale subject to formal approval.
Further details and application forms returnable by Friday, 10th September, 1982 from the Depute Administrative Officer, Pitt Street, Gloucester GL1 1HE. Tel: 24321, Ext. 224. Closing date: 14 days from the appearance of this advertisement. (68843) 220026

ILEA
SOUTH LONDON COLLEGE
Knights Hill SE27 0TX
DEPARTMENT OF BUSINESS & LIBERAL STUDIES
Applications are invited for a LECTURER IN PRINTING (part time) from 13th September to 17th December 1982, to teach general and specialist subjects for Craft, City and Guilds Stages 1 examination and TEC level 1 students.
Salary: On an incremental scale within the range of £5,535 - £6,867 p.a. (plus London Weighting £824 p.a.). Starting point dependent on qualification, training and experience - Salary scale subject to formal approval.
Further details and application forms returnable by Friday, 10th September, 1982 from the Depute Administrative Officer, Pitman Avenue, Norbury, SW16 3JA. Tel: 01-679 2351, Ext. 224. Closing date: 14 days from the appearance of this advertisement. (68843) 220026

LONDON
COLLEGE OF JOURNALISM
PART TIME LECTURER
College of Journalism requires part-time lecturer (evening classes) in English with E.F.L. qualifications. Apply: Mr. S. Hennessy, C.O.J., 62 Fleet Street, E.C.4P 1DH, or telephone 01-821 3379. (68832) 230026

MANCHESTER
Private college requires part-time day (10 hours per week) tutors to teach O and A level Physics and Computer Studies from September 1982. Telephone 061 445 1138 for application form and further details. Manor Allen Colleges, 49 Fox Lane, Manchester 20. (68786) 230026

APPOINTMENTS IN SCOTLAND

LOTHIAN REGIONAL COUNCIL
DEPARTMENT OF EDUCATION
TEACHING APPOINTMENTS
SECONDARY

PRINCIPAL
Responsibility Allowance
Reference B
Wester Hailes Education Centre* £9312 plus £1863 enhancement (under review)

Applications are invited from persons holding a teaching qualification (secondary education) for the above post. This is a purpose-built high school and community complex, which was opened in 1978. It has an extensive scale of provision, including teaching blocks to service pupils and the community, swimming pool, resources area, halls, lounges and other community facilities.
The Centre offers a very full range of courses for students of all levels of ability and there is a well integrated community education programme. Educational and recreational opportunities exist for the community during the normal day, after school hours and at weekends.

HEAD TEACHER
Reference B
Boroughmuir High School £9045

Applications are invited from persons holding a teaching qualification (secondary education) for the above post.
Boroughmuir is a six year comprehensive high school covering the east central area of the City of Edinburgh with a catchment area stretching from Buckstone and Wellington to the Meadows and the Royal Mile.
The school is organised in two buildings close to each other – the junior school housing pupils in S1/S2 and the main building housing pupils in S3/S6.
Salaries will be in accordance with the Common Teachers' Salaries Memorandum
*A special payment of £450 per annum is made in respect of the liability to undertake work on a seasonal basis comprising 10 out of a possible 18 sessions per week including a maximum of 2 evening sessions.
Application forms and further particulars may be obtained from the Divisional Education Officer, Edinburgh Division, 40 Torphichen Street, Edinburgh EH3 8JJ.
Closing date for applications is 10 September 1982.

Tayside Regional Council
Education Department
CAREERS OFFICERS (2)
£5,982-£7,371 (Ref. 167/82)
Location: Careers Office, Argyll House, Marketgait, Dundee.

Applicants for these posts should preferably be qualified and/or experienced Careers Officers although trainee Careers Officers about to complete their courses may also be considered. The successful applicants will be expected to carry out the normal range of Careers Officer duties. A job specification is available.
Closing date for receipt of applications is Friday 17th September, 1982.
Unless otherwise specified, application forms for the above posts are available from and returnable to the Director of Manpower Services, 83 Commercial Street, Dundee – telephone Dundee 23281 Ext. 3881.
Removal and relocation expenses are available in certain circumstances for staff appointments.
Candidates of either sex may apply.

Tayside Regional Council
EDUCATION DEPARTMENT
HEAD TEACHER
FAIRMUIR SCHOOL, DUNDEE
Applications are invited from suitably experienced registered teachers for the post of Head Teacher, Fairmuir School, Dundee. Applicants should hold a qualification in Special Education.
Fairmuir is a Special School catering for both physically and mentally handicapped children from the age of three to sixteen. There is both a Primary and Secondary department. The roll is stable at 270.
Responsibility Allowance – £3,735.
Application forms and full details are obtainable from:
The Divisional Education Officer, Floor 6, Nethergate Centre, 35 Yeaman Shore, Dundee DD1 4BL
The closing date for receipt of applications is Monday, 13 September 1982.

NOTICE OF ELECTION
TEACHING COUNCIL (SCOTLAND) ACT 1965
THE GENERAL TEACHING COUNCIL FOR SCOTLAND
Notice is hereby given that pursuant to the Teaching Council (Scotland) Act 1965 as amended an election of twenty-six members of the General Teaching Council for Scotland to represent the teachers who are on the Register of that Council is about to be held. Each teacher to be elected shall be:
(a) a registered or provisional registered teacher,
(b) in post, and in one of the categories set out in the table below) on a whole-time basis on 1 September 1982, and
(c) under 70 years of age on 1 February 1983.
The following table shows for each voting category the numbers, and categories of employment of the teachers to be elected, and the qualifications of the persons entitled to nominate such candidate and to vote in the election.

TABLE

(1) No of Voting Category	(2) No of Council Members to be elected	(3) Categories of Employment	(4) Qualifications of persons entitled to nominate candidates and vote in the election
I	One	I Colleges of Education	Registered teachers employed in colleges of education (other than Principals of colleges of education and Deputies)
II	Three	II Further Education Centres	Registered teachers employed in further education centres
III	Eleven	III Secondary Schools and Departments	Registered teachers employed in Secondary schools and Departments
IV	Eleven	IV Primary Schools and Departments	Registered teachers employed in primary schools and departments

N.B. Registered teachers (a) employed in more than one category of employment, or (b) not serving as teachers will vote in the Voting Category for which they have nominated an option and which corresponds to an appropriate entry in the Register. Each candidate for election shall be nominated on a separate nomination paper. Each nomination paper shall state only the name, address and place of employment and the category of employment of the proposed candidate. It shall be signed by two teachers in the same category as the candidate.
The timely receipt of nominations will be certified by the Returning Officer.
Any person having the requisite qualifications for nominating a candidate in a category may nominate any number of candidates not exceeding the number to be elected in that category.
The nomination paper shall be signed by the nominee signifying his willingness to be nominated and that his particulars are correct, and must be delivered by post or otherwise not later than twelve noon on the thirtieth day of September 1982 to the Returning Officer, General Teaching Council for Scotland, 5 Royal Terrace, Edinburgh EH7 5AF.
Every nomination paper in respect of which any requirement has not been complied with or which is not received at the address given above by twelve noon on the said thirtieth day of September 1982 shall be null and void.
Nomination papers may be obtained on application to the Returning Officer at the above address.
August 1982
H. G. McIntyre
Returning Officer

FALKIRK
FALKIRK COLLEGE OF TECHNOLOGY
Applications are invited from suitably qualified persons for the undernoted post.
ACCOUNTING AND FINANCE LECTURER
Applicants should hold an appropriate degree and/or professional qualification together with relevant teaching and industrial experience. Previous teaching experience in Further Education would be advantageous.
The successful applicant will be required to teach financial and accounting subjects to the level of Professional examinations of the ACA and CMA and Institute of Bankers.
SALARY SCALE: Lecturer Grade I - £7,926 - £11,700 (bar) - £10,581.
Placing will be given for suitable experience in industrial and full-time teaching experience.
Further details and forms of application are available from the Director of Education, Central Region, Corporate Offices, Falkirk, FK1 1RS. Completed forms should be returned to the Principal, Falkirk College of Technology, Grangemouth Road, Falkirk FK2 9AD, within 15 days of the appearance of this advertisement.

Re-advertisement
Education Department
PRINCIPAL TEACHER OF HOME ECONOMICS
Alloa Academy (Ref: Alloa Academy) £11,679
Responsibility Payment £2,184
Further details are available from the Rector of the School.
Applications are invited from suitably qualified teachers registered with the Council for Teaching Council for Scotland.
Application forms are available from the Director of Education, Room 309, Viewforth, Stirling to whom they should be returned not later than Monday, 13th September, 1982. (68821) 170060

CENTRAL REGIONAL COUNCIL
EDUCATION DEPARTMENT
PHYSICS TEACHER
(Ref. No. ESB/HIS)
Bannockburn Academy
Further details are available from the Rector of the school.
Applications are invited from suitably qualified teachers registered with the General Teaching Council for Scotland.
Application forms can be obtained from the Director of Education, 205, Central Region, Viewforth, Stirling, to be returned not later than Monday, 13th September, 1982. (68820) 170090

GRAMPIAN REGIONAL COUNCIL
ASSISTANT DIVISIONAL EDUCATION OFFICER (ABERDEEN)
Applicants should have suitable teaching and/or Educational Administrative experience. Based at Divisional Education Office, Woodhill House, Aberdeen and responsible to the Divisional Officer for the day-to-day administration of the Education Service within the division. Salary scale £11,688 to £12,450 (under review). Ref. 465/82.
Further particulars and application forms from Director of Manpower Services, Woodhill House, Aberdeen, AB9 2LU. Closing date: 13th September, 1982.

To place your Scottish appointments please contact Joan Snadden on 031 225 6875

COLLEGES OF FURTHER EDUCATION continued

LIVERPOOL

MILLBANK COLLEGE OF COMMERCE
Bankfield Road, Liverpool L13 0BQ

TEMPORARY LECTURER I BUSINESS STUDIES (3 posts)

Should possess appropriate graduate or profession-al qualifications and recent have had recent business experience.

Will be expected to teach a range of business subjects which could include some of the following: computing and data processing; distributive studies; life and social skills.

Applicants are asked to state in order of preference which subjects they are prepared to teach.

Forms available from (SAE) and returnable to the Principal by 10th September.

The City Council is an equal opportunities employer and welcomes applications irrespective of race, sex or marital status. (688445) 220026

ROTHERHAM

METROPOLITAN COUNCIL

ROTHERHAM COLLEGE OF ARTS AND TECHNOLOGY
Eastwood Rotherham S65 1EG

Required by 1st September, 1982.

LECTURER I IN BRICKWORK (£7,355 - £9,867 p.a.)

Applicants should hold a First Class Advanced Craft Certificate in Brickwork which includes a distinction in practical; some qualifications in General Building would be an advantage. The post will involve teaching on a C.I.T.B. Standard Scheme course and on part-time day classes in Brickwork. Apart from teaching practical brickwork some involvement in the teaching of theory and Associated Subjects will be required. Further particulars from Rotherham 62111, Ext. 300.

Closing date: 10th September, 1982.

Curriculum vitae and details of two persons for reference to the Principal of the College.

W.B. Mussett, Director of Personnel Resources. (688431) 220026

CAMBRIDGESHIRE

CAMBRIDGE COLLEGE OF FURTHER EDUCATION
Young Street, Cambridge CB1 2NA

Applications are invited for the post of Head of Department of Business Studies (Burnham Grade IV), duties to commence on January 1st 1982.

Applicants should be well qualified, with a relevant degree (or professional equivalent), a teaching qualification and substantial experience in teaching and commerce.

Salary £13,491 – £15,117.

Closing date for application – Friday, 17th September 1982.

For further information and application form please write to the Principal, Cambridge College of Further Education, Young Street, Cambridge CB1 2NA, enclosing a stamped addressed foolscap envelope.

Lothian Regional Council
TELFORD COLLEGE OF FURTHER EDUCATION
SENIOR LECTURER II in MECHANICAL ENGINEERING
Salary on Scale: £9,966–£11,700

for City and Guilds and Skills training courses.

Teaching duties will include a range of subjects within the Department.

Candidates should hold an appropriate degree or equivalent qualification; a teaching qualification and have experience in a promoted post in further education together with suitable industrial experience.

SENIOR LECTURER II in ART AND DESIGN
Salary on Scale: £9,966–£11,700

to act as course co-ordinator for the SCOTEC Diploma in Art and Design course and to deputise for the Head of Department.

Candidates should have a degree or equivalent qualification and Further Education teaching experience, preferably at SLI level. Industrial experience would be an advantage.

SENIOR LECTURER II in COMMUNICATION/LIFE AND SOCIAL SKILLS
Salary on Scale: £9,966–£11,700

The chief area of responsibility will be that of organising work in Communication and Life and Social Skills with both Craft and Vocational Preparation classes in the Department of Communication and Languages.

Applicants must have substantial experience in this type of work and preferably, some industrial or business background. Candidates should have a degree or equivalent qualification.

SENIOR TUTOR – LIBRARIAN
Salary on Scale: £9,966–£11,700

Applications are invited from graduate chartered librarians, with a teaching qualification.

The successful candidate will be responsible for the development of the library service and of the library teaching programme within the College, including the SCOTEC Certificate in Library and Information Science.

SENIOR LECTURER I in PAINTING AND DECORATING
Salary on Scale: £7,956–£10,836

required in the Department of Wood and Finishing Trades to be responsible to the SLIII for the organisation of one or more courses in appropriate craft or crafts. Applicants should have relevant teaching and industrial experience and hold an appropriate qualification and a teaching certificate.

Further particulars and application forms from:

The Secretary to the College Council
Telford College of Further Education Crewe Toll, Edinburgh EH4 2NZ

STEVENSON COLLEGE OF FURTHER EDUCATION
SENIOR LECTURER II in MOTOR VEHICLE ENGINEERING
Salary on Scale: £9,966–£11,700

The successful candidate should have sound industrial experience in the Motor Industry, with experience in the supervision of a Motor Vehicle workshop. Knowledge of Auto Electronics and Parts courses would be an advantage. Teaching experience with Integrated Training Programmes and workshop procedures is essential.

Applicants should possess the appropriate C&G / FTC and a teaching qualification.

SENIOR LECTURER I in HEALTH AND COMMUNITY STUDIES
Salary on Scale: £7,956–£10,836

required to supervise courses in Community Care, Health Studies and Home Economics.

Applicants should have a degree or equivalent professional qualification.

LECTURER B in MATHEMATICS
Salary on Scale: £7,314–£9,618

required to teach a wide range of courses including SCE/GCE and SCOTEC in the Department of Science and Mathematics.

Applicants must hold a degree in Mathematics, or an appropriate professional qualification.

Further particulars and application forms from:

The Principal, Stevenson College of Further Education Bankhead Avenue, Edinburgh EH11 4DE

GRAMPIAN

REGIONAL COUNCIL

BANFF AND BUCHAN COLLEGE OF FURTHER EDUCATION
Fraserburgh

LECTURERS

Applications are invited from suitably qualified person for the following posts: Salary scale – Lecturer B - £7,314 - £9,618. Places given for approved teaching and industrial experience.

LECTURER B IN MECHANICAL ENGINEERING Applicants should have had industrial experience and hold appropriate qualifications required to teach Engineering Principles, Engineering Science and Technology and Practical Work.

LECTURER B IN CARPENTRY AND JOINERY should be qualified to City and Guilds Course 325 Level and have industrial experience. Ability required to teach students following General Practical Course in General Technology and Building Practice.

LECTURER B IN SECRETARIAL STUDIES should hold a Diploma in Commerce or other suitable qualifications and be able to teach Typewriting, Office Practice and Shorthand or Audio-Typewriting to students preparing for SCOTVEC Exams.

LECTURER B IN SECRETARIAL STUDIES/ ACCOUNTS - should hold a diploma in Commerce or other suitable qualifications and be able to teach Typewriting, Office Practice and accounts to students preparing for SCOTVEC Exams.

LECTURER B IN BUSINESS STUDIES - should hold a diploma in Commerce or other suitable qualifications and be able to teach a range of Business Studies Subjects to prepare students for the SCOTBEC S.N.C. in Business Studies Exams.

LECTURER B IN PHYSICAL EDUCATION - should be qualified P.E. Teachers. Expected to instruct full-time students in a range of activities.

LECTURER B IN MATHEMATICS/COMPUTING - should have an honours or other suitable qualifications and be able to teach Mathematics and Computing to SCOTEC Mechanical/Electrical Certificate Students and to students preparing for SCOTBEC S.N.C./S.H.S.C. Exams.

LECTURER B IN GENERAL STUDIES should hold appropriate teaching qualifications in General Studies and be able to teach English and General Studies and Social and Life Work Skills to students preparing for SCOTEC and SCOTBEC Courses.

Applications (forms from Director of Education, Woodhill House, Aberdeen AB9 2LU, with whom applications (two copies) should be lodged by 13th September. (68992) 220026

SHEFFIELD

SHIRECLIFFE COLLEGE
TEMPORARY LECTURERS
Applications are invited from suitably qualified persons to the following temporary Lecturer Grade 1 posts to run for one year:

PHYSICAL EDUCATION.
Required from 1st September to teach a broad range of Physical Education Activities, including outdoor pursuits. Must be teacher trained and preferably hold outdoor pursuits qualifications.

NURSING SERVICES.
Will be involved in teaching mainly in the 16 - 19 year-old group and will be able to offer teaching in the areas of Social Work Principles and in the Interpersonal relationships. Experience (a day care and/or residential social work would be an advantage.

Should possess appropriate qualifications and have experience in related areas of work. Teacher training would be an advantage.

COMPUTING
Should be suitably qualified and have a wide experience of the computing industry, and a range of courses designed for the computer practitioner and the computer user.

£1 £5967

Application forms and further particulars from the Chief Administrative Officer, Shirecliffe College, Shiregreen Lane, Sheffield, S5 6AZ. Tel: (0742) 461301, to whom the completed forms should be returned by 10th September.

Sheffield City Council is an Equal Opportunities Employer. (68981) 220026

HAMPSHIRE

BASINGSTOKE TECHNICAL COLLEGE
Worting Road, Basingstoke. Tel: 54141

Applications are invited for part time lecturers in the Design and Creative Studies Department.

3 hours with full time students on a two year Diagnostic Course.

Textiles 3 hours (Tuesday 5 - 8) Printed Textiles with full time students on a two year Diagnostic Course.

3 hours to teach painting to 2nd year students on a Diagnostic course.

2nd Design 5 hours with 2nd year full time students on a Diagnostic Course.

Sculpture 5½hours with full time students on a Diagnostic Course.

Fashion 12 hours a week with full time students on a Diagnostic Course.

6 hours General Art & Design servicing students in the Design & Creative Studies Department.

Application forms available from the Registrar to be returned by (3th September, 1982. (32490) 220026

LEICESTERSHIRE

COALVILLE TECHNICAL COLLEGE
Bridge Road, Coalville, Leicester LE6 2GR

DEPARTMENT OF BUSINESS AND MANAGEMENT STUDIES
LECTURER GRADE - SUBJ/NEAS/EVENING CLASSES

Applications are invited from suitably qualified people to teach as many as possible of the following subjects:-

Clerical Duties, Business Calculations, Retail Distributive Practice, Office Practice and Book-keeping. World of Work.

Applicants should be qualified teachers or have had some teaching experience. Duties to commence as soon as possible.

Applications (no forms) to the Principal as soon as possible. (68924) 220026

LEICESTERSHIRE

HINCKLEY COLLEGE OF FURTHER EDUCATION
London Road, Hinckley, Leics

LECTURERS IN ELECTRICAL ENGINEERING

Full and part-time posts are available in Electrical Engineering including Micro-electronics and Microprocessors.

Further information available from the Principal to whom applications should be made. (68921) 220026

SHROPSHIRE

EDUCATION COMMITTEE
SHREWSBURY COLLEGE OF ARTS & TECHNOLOGY
London Road, Shrewsbury. Tel: 51544

Required for January 1983 or before if possible Lecturer II in General Studies for Technology Craft Courses.

Further particulars and application forms returned not later than 20th September, 1982. (68869) 220026

SOLIHULL

COLLEGE OF TECHNOLOGY
Blossomfield Road, Solihull B91 1SB

Required as soon as possible **TEMPORARY LECTURER IN PHYSICAL EDUCATION.**

For one year, one full-time and one half-time.

Details and application forms from Principal, Recipt of s.a.e. 220026

STAFFORDSHIRE

EDUCATION COMMITTEE
STAFFORD COLLEGE OF FURTHER EDUCATION
TEMPORARY LECTURER GRADE I IN SOCIAL AND LIFE SKILLS
£5,367 - £6,267 p.a.

Application forms and further particulars are available from the Chief Administrative Officer, Stafford College of Further Education, Earl Street, Stafford ST16 3QR.

Applicants are asked to note that it is the County Council's view that it is desirable for their employees to be members of appropriate trade Union. (68954) 220026

ILEA

LONDON COLLEGE OF FASHION
100 Curtain Road, EC2
Department of Clothing Technology

Applications are invited for part time teaching vacancies in:

(1) Lecturer II in Clothing Production Technology to teach management and garment supervising of clothing technology to students on technician courses.

(2) Lecturer I in Garment Construction & Skills Training to teach students on a wide range of craft and technician courses and possibly M.S.C. training programmes.

Salaries on an incremental scale £6858 - £10938 (Lecturer II) £8535 - £9267 (Lecturer I) plus £634 Inner London Allowance. Salary scale subject to formal approval.

Further information and forms for application returnable within 14 days. Quote reference of this advertisement from Senior Administrative Officer, London College of Fashion, 100 Curtain Road, EC2. (68884) 220026

SOLIHULL

SOLIHULL COLLEGE OF TECHNOLOGY
Blossomfield Road, B91 1SB

Required as soon as possible:-

TEMPORARY LECTURER IN ECONOMICS/HISTORY for one year.

Details and application forms from Principal on receipt of s.a.e. (68944) 220026

University Appointments

UNIVERSITY APPOINTMENTS also give advertisement in the LITERARY SUPPLEMENT.

With the world-wide academic readership the TLS enjoys, it is read in 54 countries every week provides a first-class medium for advertising University Appointments, especially in the Arts and the Humanities. Rates 85p a line (minimum £2.85). Box Number £1.50 extra. Copy deadline 12 noon Wednesday. Full details from: The Literary Supplement, PO Box 7, New Printing House Square, Gray's Inn Road, WC1X 8EZ. Tel: 01-837 1234, Ext. 437. (6826) 220026

Police Staff College
Lecturer in Systems Analysis

to develop an increasing number and variety of command exercises, covering a wide range of social, economic and political problems. A lecturer is therefore sought who is experienced in systems analysis, with particular reference to conflict studies, and who will take part in the general instructional work of the College.

Candidates who should normally have a degree with 1st or 2nd class honours or an equivalent or higher qualification, must be experienced in systems analysis or operational management and have teaching experience, preferably in the field of adult education. They should also preferably have a thorough knowledge of politics, political science or conflict management and a general interest in national developments affecting the police service.

Starting salary within the range of £7,695–£13,435 according to qualifications and experience. Promotion prospects.

For further details and an application form (to be returned by 24 September, 1982) write to Civil Service Commission, Alencon Link, Basingstoke, Hants, RG21 1JB, or telephone Basingstoke (0256) 56551 (answering service operates outside office hours). *Please quote ref: G/5832.*

Home Office

SWAZILAND

UNIVERSITY OF SWAZILAND

Applications are inviting from suitably qualified PROFESSOR OF EDUCATION at the University College of Swaziland.

QUALIFICATIONS

Candidates should at least have a Master's Degree by extensive teaching experience at University level.

DUTIES:

The successful candidate will be expected to plan, teach and supervise all courses related to the psychology of learning, curriculum development and evaluation of learning and syllabuses and non-degree teacher trainees. He/she will be expected to participate in the execution of the goals of the Faculty of Education.

BASIC SALARY SCALE

Professor: £13,540 - £15,300 - £16,900 (£1 sterling = £1.3758). Entry point on salary scale is based on qualifications and experience. In exceptional circumstances the British Government may provide salary supplementation.

Two-year appointment (initially); 55% gratuity; 10% inducement allowance for those not qualifying for supplementation; education allowances; free ordinary medical scheme; reasonable rental accommodation; family assistance; biennial overseas leave.

Detailed applications (2 copies), including a curriculum vitae, academic certificates, details of present salary and naming 3 referees, should be sent by airmail to the Registrar, University College of Swaziland, to arrive no later than 30th September, 1982. Applicants resident in the UK should also send 1 copy to the Overseas Education Appointments Department. The British Council, 90/91 Tottenham Court Road, London W1P 0BY quoting ref U/1/0/82. Further details are available from either address. (67067) 280026

Assessment Centres

HILLINGDON

ARE YOU A DOMESTIC SCIENCE OR GENERAL STUDIES TEACHER?

(Burnham 1)

Middlesex Lodge is a Regional Assessment Centre for disturbed adolescent girls and offers assessment, remand and intervention services. Our domestic science teacher is on Maternity leave until June, 1983 and we urgently require a temporary replacement. The post can be full or part-time and single accommodation is available. Holidays (pro rata) are 5 weeks per year. Retirement. For an informal discussion telephone Ken Hamilton, Principal on Uxbridge 53291.

Further details and application forms available from the Centre Manager, quoting Ref: 88/26/ BSNE, Middlesex Lodge, Kings Street, Uxbridge UB8 1DW. Tel: Uxbridge 59588 (24 hour answerphone). Closing date: 10th September, 1982. (68913) 440000

CROXTETH & DINGLE
COMMUNITY FEDERATION

Youth & Community Worker

Applications are invited from suitably qualified and/or experienced persons for the above named post.

Salary Unqualified J.N.C. £4,900 - £4,758 + Qualified J.N.C. £7,356 - £8,217 + £Scale 3 (1/3) + Pensions Scheme

Closing date 17th September 1982.

For job Description and Application Form please write to: Mrs. P. Rigby, Secretary, Croxteth & Dingle Community Federation, 35, Moss Way, Croxteth, Liverpool 11. 440000

SHROPSHIRE

COUNTY COUNCIL
NEWPORT YOUTH WORKER
£6,819 RISING RANGE 3
POINTS 8 - 5 £6,942 - £7,735

STARTING DATE 1st
NOVEMBER 1982

The expansion of the youth service has given rise to the exciting new post on the Telford Area staff of Newport being as part of the South Wrekin District.

The Authority has a staff development policy.

Application forms and further particulars from County Education Office, Shirehall, Abbey Foregate, Shrewsbury SY2 6ND. Marked 'STA 64' by 15th September. (68963) 440000

Youth and Community Service

AVON

AVON COUNTY
Education Department
South Road
YOUTH WORKER - Full-time Bolton Park Centre, Bristol Ref. No. EDU/01480/CO
Salary Scale JNC 3 (1/3) £7806 - £8766
Previous experience in youth work essential.
ASSISTANT YOUTH WORKER - Full-time Ref. No. EDU/01481/CO
THE MILL YOUTH CENTRE
Salary Scale JNC 2 (1/3) £7146 - £8034
Previous experience of youth work and working with young unemployed people an advantage.

Applicants for both posts should be qualified in accordance with the Rules and Regulations as part of the South Wrekin District.

The Authority has a staff development policy.

Application forms and further particulars from the Director of Education, Education Department, Avon County Council, Shirehill, Saltford, Avon BS18 3AS. Tel: Saltford 3444 (24 hour answering service for youth workers. Assistance with removal expenses may be considered where appropriate.

Further details and application form, returnable by 17th September, from Personnel Services, PO Box 31, Avon House, The Haymarket, Bristol. BS99 7DE. Please quote appropriate Ref. No. (52145) 440000

BURY

METROPOLITAN BOROUGH OF BURY
EDUCATION DEPARTMENT
YOUTH AND COMMUNITY SERVICES DEPARTMENT
Range 3 (N.C Points 1 - 5 £7,185 - £8,007
RADCLIFFE YOUTH CENTRE
YOUTH AND COMMUNITY WORKER

Suitably experienced men or women required, holding a recognised qualification in youth work. The Worker will lead the team of part-time staff in developing the programme at the centre and in developing links with relevant organisations and personnel in the neighbourhood. As a member of the Authority's team of full-time workers the Worker will be expected to be involved in training courses and other projects within the service. The appointment carries casual car allowance.

Forms of application obtainable from and returnable to the Chief Executive and Town Clerk's Department, Town Hall, Bury BL9 0SW (0161 - 705 5000 ext. 5 or 11) by the 20th September, 1982. (68913) 440000

CLEVELAND

COUNTY OF CLEVELAND EDUCATION DEPARTMENT
DEPUTY WARDEN

£5607 - £6150

Required at Grangetown Boys' Club, Broadway, Grangetown, a well established 5 days per week, 38 hours per week. It has Youth Work rates.

Send C.V.'s by 10th September, 1982. (57004) 440000

LONDON

THE SCHOOLHOUSE
16 St John's Vale
London S.E.8

Alternative education project in Deptford requires part-time woman worker 2½ days per week, 28 hours per week. It has Youth Work rates.

Send C.V.'s by 10th September, 1982. (57004) 440000

Overseas Appointments

BEDFORD

E.F.L. teacher required for March-April in North-West Spain from 1st October. Graduate preferred. Send C.V. and details of English Cultural Institute, 4 Berners Hotel Mansions, Berners St., London W1P 3DD. Tel: 01-580 2366.

DENMARK

E.F.L. in Denmark. 3 qualified and experienced E.F.L. teachers required to commence duty in Denmark on January 1st 1983 or by arrangement. Minimum age 25 years. Minimum qualifications: Minimum 3 years teaching experience. Salary Kr. 150,150 per teaching month (April to mid-June, mid-August to mid-December). Kr. 1 = £0.0663 approx. Contact: The Danish Institute for Study Abroad, Vestervoldgade 7, DK-1171 Copenhagen K.

DEVON

E.F.L. teachers required for schools in Tarragona, Spain. Send C.V. to John Bramell, Oxford House, Apartado de Correos 271, E-Tarragona (Tarragona), Spain. Interviews to be held in September in Bournemouth. (68886) 460000

DEVON
ET LANGUAGE CENTRE

E.F.L. teachers wanted from October 1st. 2 Assistants in schools in Valencia province, Spain. Board and lodging + part-free accommodation provided for suitable applicants. C.V. to Mr. Hartley, BRIT Language Centre, Northcote House, Mallard Road, Bournemouth. Only suitable applicants will be contacted for interview. (68987) 460000

GREECE

Qualified, experienced EFL Teachers required from mid-17th September, to teach in Athens.

Applications, C.V. preferably photograph, to Mrs. M. Mousas, 21 Gr. Xenopoulou Street, Athens 134. Tel: 41 Greece 821-914. (68850) 460000

GREECE

English teaching post vacant. Experience essential. Qualifications preferred. Age approx. 24+.

Contact: Tassiopoulos School of English, 6 Averof street, Lamia, Greece for details. (688443) 460000

ZIMBABWE

TEACHERS URGENTLY NEEDED January, 1983. St. James Anglican Secondary School, Box 33, Nyamandlovu, Zimbabwe. Girls boarding school up to Cambridge 'O' Level Examination. For details write to Father Bearsell. (68931) 460000

GREECE

Junior/infant Teacher required for four Greek Girls aged 6 yrs to 12yrs. Minimum one year contract, excellent conditions. Starting January/February.

Apply to: Mrs J. Pattreas, 17 Ironing Hill, Ashurst, Kent. (689535) 460000

ITALY

BARI

Arthurlord School of English as a Foreign Language, after using English Teaching Theatre, requires E.F.L. teachers.

Applicants should have a degree. Teaching Certificate, relevant experience teaching English to foreigners, some knowledge of Italian and the International Phonetic Alphabet or equivalent teaching diploma.

Salary 4,500,000 Italian Lire per month for a 9 month period (October to May). 100,000 Lire interview/return bonus. Passage paid from Bristol.

Extras: arrangements can be made for optional free accommodation.

Write quoting telephone number, full cv, recent photograph, and two references to The Director, Arthurlord School of English, Via Spartaco, 10/a Bari, Italy. 460000

GREECE

Qualified teacher required to tutor four Greek Girls aged 6 yrs to 12yrs. Minimum one year contract, excellent conditions. Starting January/February.

Apply to: Mrs J. Pattreas, 17 Ironing Hill, Ashurst, Kent. (689535) 460000

NAIROBI

Kenya

A family resident in Nairobi, Kenya seek a Teaching Nanny required between 25 and 30 years, to look after their 3 children, a girl 8 years and a twin aged 6 years. The Teaching/Governess will be required to give 2 hours per day coaching to elementary and primary standard, and in addition, qualified applicants will have a wide interest in sports.

The position, which offers a one-year contract, carries a generous remuneration, salary and a high standard of accommodation is provided.

Applicants must be prepared to travel with the family on business and holiday.

Interviews will be conducted in London in the near future and the successful applicant will be required to travel to Nairobi to take up the appointment on the 1st of December, 1982. All fares being paid.

Handwritten applications should be accompanied by a curriculum vitae, a recent passport-size photograph and copies of references, testimonials, diplomas, etc. (which are reasonably) addressed to: Box No. TES 444, The Times WC1X 8EZ. (687506) 460000

NEW TRIPOLI COLLEGE, LIBYA

PHYSICS TEACHER

B.Sc. to teach 'O'-'A' level standard. Minimum 3 years teaching experience.

MATHEMATICS TEACHERS

B.Sc. to teach 'O'-'A' level standard. Minimum 3 years teaching experience.

SCIENCE TEACHERS

B.Sc. to teach to 'O' level standard. Minimum 3 years teaching experience.

Salary LD300-400 per month negotiable s.e.o. Plus accommodation or housing allowance.

PRIMARY SCHOOL TEACHERS

Teaching Training Certificate. Minimum 3 years teaching experience. Salary LD280-300 per month negotiable s.e.o., plus accommodation or housing allowance.

Please send C.V. with photograph and telephone number if possible to Box No. TES 004447, The Times, WC1X 8EZ, to arrange future interview.

MEDWAY TOWN'S YOUNG UNEMPLOYED PROJECT

Centre Managers

£7,571–£7,875

This is an independent grant aided project which is focusing on the needs of unemployed young people who have completed YOP – NTI but have not found work at the end of it.

The Project is establishing two centres in the Medway Towns which will operate on a variety of levels. A coffee bar/drop-in facility, information, counselling, a resource centre with workshop facilities to extend the training completed on YOP and a commitment to encouraging and supporting youngsters in self-employment/co-operative ventures.

Two Centre Managers are required to initiate and devlop the work of each centre within agreed Project policy.

Further details from Medway Towns Young Unemployed Project, c/o Kingsley House, 37-39 Balmoral Road, Gillingham, Kent.

Please send large s.a.e. Closing date 13th September 1982. Informal enquiries to Peter Mills, Medway 576661, Ext. 44.

NATIONAL YOUTH BUREAU

The national resource centre for those involved in youth affairs and the social education of young people

Applications are invited for the post of

DEVELOPMENT OFFICER

(Salary scale SO2: £8991 – £9528 under review)

at the Bureau's Youth Opportunities Unit

The Unit promotes the involvement of the youth work sector in employment, education and training programmes for young people, especially the Youth Opportunities Programme and the new Youth Training Scheme.

The Officer will assist in developing a curriculum for young people making the transition from school to adult and working life; contribute to a critical analysis of education and training programmes; promote learning opportunities for workers; and prepare learning resources. Applications are invited from men and women with relevant experience and a commitment to social and political education.

Full details and application form, returnable by 17th September, from

The Director, National Youth Bureau,
17-23 Albion Street, Leicester LE1 6GD.
Telephone 0533.554775.

TEACHER

Burnham Scale I plus £948 pa
Community School Allowance

Derwent House Observation and Assessment Centre, Liverpool 13.

This Centre has accommodation for 39 girls aged between 12 and 18 years who are assessed with a view to recommending their future placements and training.

Applicants must be qualified and experienced general subjects teachers. The girls may exhibit school rejection problems and an interest in remedial teaching would be advantageous.

Potential applicants are invited to contact the Superintendent (051-220 1021) for informal discussion.

Application forms from: Director of Social Services, 26 Hatton Garden, Liverpool L3 2AW (051-227 3911 Ext. 292).

Closing date: 10th September 1982.

The City Council is an Equal Opportunity Employer and welcomes applications irrespective of race, sex or marital status.

City of Liverpool

TEACHER (Remedial Education)
BURNHAM SCALE 2

Plus £984 per annum Community School Allowance and £1,764 per annum Extraneous Duty Allowance

Applications are invited from qualified and experienced teachers for this post at Dyson Hall, a purpose-built Observation and Assessment Centre, Higher Lane, Fazakerley, Liverpool 10.

The person appointed will be a member of a Multi-disciplinary team principally involved in the assessment process of boys suffering from educational and social handicaps. Most of the teaching is in small groups with a remedial bias, and experience in remedial teaching or special education is necessary as well as an ability to teach general subjects.

The successful applicants will be expected to work some evenings and weekends (average 15 hours per week) for which a payment of £1,764 per annum extraneous duty allowance will be made.

Potential applicants are invited to contact the Principal (051 523 4344) for an informal discussion.

General Local Government Conditions of Service apply.

Application forms may be obtained from the Director of Social Services, 26 Hatton Garden, Liverpool L3 2AW (051 227 3911 Ext. 292).

City of Liverpool

Closing Date: 10th September, 1982. The City Council is an Equal Opportunity Employer and welcomes applications irrespective of race, sex or marital status.

Kirklees Metropolitan Council

Directorate of Social Services

KIRKLEES NORTHORPE BARN PROJECT
INTERMEDIATE TREATMENT
A PARTNERSHIP BETWEEN KIRKLEES SOCIAL SERVICES AND NORTHORPE HALL TRUST

To develop a comprehensive range of Community based intermediate treatment.

The following staff are required:

To be employed by Northorpe Trust and based at The Barn –
Project Leader – Salary £7,371–£8,733 (Level 3).
Social Worker – Salary £5,852–£7,620 (Level 1/2).

To be employed by Kirklees Social Services Department, and based in an Area Team office.
Two Social Workers – Salary £5,852–£7,820 (Level 1/2)

For detailed information and application forms, please write to: Project Director, Northorpe Hall, Mirfield, W. Yorkshire WF14 0DL.

The Council operates a Trade Union Membership Agreement. EQUAL OPPORTUNITY EMPLOYER

HEADMISTRESS and/or DEPUTY HEADMISTRESS

Required immediately for a primary through O-Level school in Dubai. We would prefer a British Muslim, but all candidates will be equally considered. Salary and other benefits negotiable.

Please forward applications to:
Mrs Joy King
Vico House, Vico Road
Killiney
Co. Dublin

READVERTISEMENT
FIFE REGIONAL COUNCIL – EDUCATION COMMITTEE
CUPAR – ELMWOOD AGRICULTURAL AND TECHNICAL COLLEGE

APPOINTMENT OF PRINCIPAL

Applications are invited for the post of Principal of this Group 4 college. The college was built in the early 1970's on an open site in Cupar, and has a residence in campus. The organisation of the college is into five departments – Agriculture, Horticulture, Engineering (Agricultural and MV), Commerce, and General Studies, and caters for approximately 200 full-time, as well as part-time students from most of Scotland. There is also some involvement in courses funded by the Manpower Services Commission, but this is a relatively small commitment, and likely to remain so in the future. Candidates should be able to demonstrate experience at a senior level in further education.

Application forms may be obtained from the Director of Education, Regional Offices, Wemyssfield, Kirkcaldy, to whom completed forms should be returned no later than 10th September, 1982.

QUALIFIED TEACHER

MILL HOUSE CH(E), CWMBRAN

Burnham Scale 1 plus £1,005 per annum Community Homes addition

Applications are invited for the post of Qualified Teacher of General Subjects at this Community Home with Education. The successful applicant will also be required to teach boys Physical Education and Games. Mill House is a Welsh Regional Establishment catering for 30 boys and girls between the ages of 10 and 14 years who have learning and behavioural difficulties. Candidates should have had experience of teaching such children and experience or interest in outdoor pursuits will be an advantage.

Potential candidates are recommended to visit Mill House and discuss the post fully. To arrange this, please telephone Olve Best, Cwmbran 69136.

Closing date 9th September, 1982.

Application forms and further information where available, obtainable from the Director of Education, Staffing Section, County Hall, Cwmbran, Gwent NP44 2XG, on receipt of an s.a.e., should be returned to the Headmaster or Principal where indicated.

OVERSEAS
continued

KENYA
Greenacres Independent Mixed Day & Boarding School, Kisumu, Nairobi has vacancies for (a) Language Teacher for A Level French (b) Reception/Kindergarten/Infants Teacher.
Qualified unattached, versatile teachers should phone Maidstone (0622) 851465, Ext. K, for full details. (Any time. (52436) 460000

LONDON
For EFL posts in Turkey send CV to The Lincoln Agency, Draycott Place, SW1 (no callers) 01-858 8173. (68804) 460000

CHRISTIAN TEACHERS
Needed for Secondary Schools in Africa and New Guinea. Challenging work. Volunteer terms. Missionary Movement, Shenley Lane, London Colney, Herts, AL2 1AR. (16299) 460000

SPAIN
(VIGO)
Vacancy for E.F.L. teachers, October 1982 to June 1983. Apply with full CV, recent photograph and copy references (if available) to: Euroschools, Raquelro 9, Vigo, Spain. (68801) 460000

SPAIN
EFL teacher required October for language school in NW Spain.
Send CV, photograph and covering letter to: Director of English, CEA-DOL, Rosalia de Castro 6, La Coruna. (68823)

Secondary Education Principal
Malapoa College

VANUATU
(formerly New Hebrides)

To be responsible to the Director of Secondary Education for the organisation and administration of the college, and to oversee the keeping of proper financial accounts through the Bursar. Applicants, aged up to 55 years, although older candidates may be considered, should have a Degree, a Post Graduate Certificate in Education, considerable experience in the administration of a secondary school and with boarding facilities. Ability to speak and understand French essential; knowledge of Bislama (New Hebrides "Pidgin") would be useful. Previous overseas teaching experience, understanding and experience of teaching English as a Second Language and a knowledge of standard boarding school accounting would be an advantage.

Appointment 2 years in the first instance. Salary in range £12,464 - £15,666 per annum which includes an allowance, normally tax free, in range £6,810 - £9,336. Terminal gratuity 25% of basic salary.

Other benefits include free family passages, children's education allowances and subsidised accommodation. An appointment grant of up to £300 and an interest free car purchase loan of up to £2,500 may be payable in certain circumstances. Superannuation rights may be safeguarded. Applicants should be citizens of the United Kingdom and Colonies.

For full details and application form please apply, clearly indicating post applied for quoting ref 36BJM, giving details of age, qualifications and experience to:-
Appointments Officer,
Overseas Development Administration,
Room AH 361,
Abercrombie House,
Eaglesham Road,
East Kilbride,
Glasgow G75 8EA.

ODA

BRITAIN HELPING NATIONS TO HELP THEMSELVES

OVERSEAS DEVELOPMENT

THE BRITISH COUNCIL

Educational Posts Overseas.

BAHRAIN

1 Senior Teacher of English/ 1 Teacher of English, The English Centre, The British Council, Manama,
Reference: 82 D 11–12

Duties: Senior Teacher – to teach 18 hours per week and take responsibility for a specific major development aspect of the Centre's work in agreement with the Centre Director. Teacher – to teach 24 hours per week and take responsibility for co-ordinating staff teaching a major stage of the Centre's class programme or an outside contract.
The Centre currently works a 6-day week, which it is hoped will be reduced to 5 days from September 1982. Substitution duties will occasionally be required in addition to direct teaching above to cover for staff overseas.
Qualifications: Candidates for the post of Senior Teacher should be single qualified teachers with a degree preferably in English, a Modern Language or Linguistics plus a 1 year Postgraduate TEFL/TESL qualification and a minimum of 3 years TEFL/TESL experience which should include some experience of materials writing, teacher training, administration, or language needs analysis.
The candidates for the post of Teacher of English should be single qualified teachers with a TEFL/TESL qualification (eg RSA) and 2 years TEFL/TESL experience.
Salary: £6,793–£9,417 tax free (£6,900 minimum for the Senior post) according to qualifications and experience.
Benefits: 2 year contract; fares; baggage; accommodation allowance; medical scheme; 45 days annual leave plus 20 public holidays; mid-tour passage paid leave on initial 2 year contract.

Assistant Centre Director
The English Centre, Manama.
Reference: 82 D 13
Duties: To assume responsibility for the Centre teaching programme including design and development of all course materials, (General and ESP). Materials Writing and joint control of teaching equipment, marketing of courses, and recruitment and training of staff. Minimum of 6 hours direct teaching.
Qualifications: Qualified teacher with postgraduate qualification in linguistics, Applied Linguistics, or TEFL. Minimum of 5 years experience in TEFL, TESL and materials writing. Preferably some experience of teacher training and administration. Candidates should be single or married with a teaching spouse.
Salary: £7,221–£11,190 tax free.
Benefits: Fares paid; baggage allowance; overseas allowance (if married); furnished accommodation with rent allowance; mid-tour leave.
Contract: 2 years, renewable.

For further details and application form, please write, quoting the post reference number, to: Overseas Educational Appointments Department, The British Council, 90/91 Tottenham Court Road, London W1P 0DT.

THE BRITISH COUNCIL

Administration Local Education Authority

COVENTRY
CITY COUNCIL
CAREERS OFFICE
SALARY: PO1 A.P.3 or P.O.1 £7,371 - £7,872 or £8,190 - £8,733.
The Careers Service in Coventry has been extended to provide a dynamic role in new initiatives to develop guidance, training and pastoral care services to all young people up to age 18 years.
Two vacancies exist for qualified careers officers. One post will be based in school and the other in the team located in the careers Centre.
Application forms and further particulars from the Director of Education, New Council Offices, Earl Street, Coventry (0203) 25555, Ext. 2803 returnable by 8th September 1982.
An equal opportunity employer. (68815) 460000

DORSET COUNTY COUNCIL
COUNTY EDUCATION DEPARTMENT
DUTY CAREERS OFFICERS
3 posts
Based in Poole and Weymouth
You will have special responsibility for guidance, duties with office callers, and some industrial liaison work, including co-ordinating visits and enquiries by employers. You will not work in schools. You should be qualified Careers Officers with at least two years experience as a Basic Grade Careers Officer.
The commencing salary will be within the range APX 3/4 £5,064 to £7,137 according to qualifications and experience. If you are qualified you will commence on the Grade CPO 1 £6,582 to £6,303 Grade APX 4 £6,501 to £7,137.
Further details and application forms returnable by 10th September from County Education Officer, County Hall, Dorchester. Tel. 1321 (Please quote post numbers ED 380 and ED 383). (68841) 480000

HARROW
HARROW EDUCATION
CAREERS SERVICE
CAREERS ADVISER - AP5
£7905 - £8406 inclusive
(Fixed term contract for two years only)
A vacancy, funded post for work on behalf of the unemployed, has been created.
Applications are sought from men and women trained for the Careers Service and in possession of the Diploma in Careers Guidance, or its preceding equivalents, or for this important post.
Applicants will be required to show potential for influencing employers and other bodies including trades unions, voluntary groups and business associations on behalf of the young unemployed. They will be responsible to the Principal Careers Officer (Unemployed) with the media and MSC.
(68812) 460000

It is also vital that the appointee will give effective support and commitment to the unemployed whilst seeking to place them in employment, training or YOP facilities according to individual needs or capacity.
The Service occupies new purpose built premises and further particulars are available from the Assistant Controller of Education Service (Administration), P. O. Box 37, Civic Centre, Harrow, Middlesex HA1 2UH. (tel: 01-863 5611, Ext. 2307/8) returnable within 14 days.
(68804) 460000

NORTHAMPTONSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
ADMINISTRATIVE ASSISTANT
APS £6,501 - £7,356
NORTHAMPTON
COUNTY HOUSE, NORTHAMPTON
Applications are invited for the above post in the Education Department at Northampton. Duties include administrative support to the Senior Inspector - Multi-Cultural Education, the Centre liaison with other departments of the County Council and with external organisations.
Applicants should have experience of working with creative and imaginative people. Administrative experience within local government.
Further details and application forms are available from the Personnel Officer (ref G/EVS/11), Northamptonshire County Council, P.O. Box 149, Northampton NN1 1AX. (tel: 0604 236241).
Closing date: 13th September, 1982. (68848)

MANCHESTER
CITY OF MANCHESTER
EDUCATION CAREERS SERVICE
SPECIALIST CAREERS OFFICER FOR CAREERS WORK WITH THE UNEMPLOYED
Required to undertake specialist work with unemployed young people and those who are likely to become unemployed from the Government measures to alleviate unemployment.
Applicants should preferably be qualified or experienced careers officers or students completing the DipCG.
The City Council operates a Unified Remuneration Scheme under which a new appointee is required to accept a remuneration of a responsible grade.
Application forms and further particulars from the Director of Education, Education Offices, Crown Square, Manchester M60 3BB. Tel: 061-832 8431, Ext. 7348. Closing date 3rd September, 1982. (68850) 460000

EDUCATION DEPARTMENT
CAREERS OFFICER
(SALARY A.P. 4: £6,501 to £7,137)
Required to carry out the full range of duties centred upon liaison with employers and the vocational guidance of young people.
Applicants should preferably be graduates and those not in possession of the Diploma in Careers Guidance or comparable qualification should have experience which would enable them to advise young people satisfactorily regarding educational and employment opportunities.
Car loan facilities/casual car user allowance are normally available to the Authority's Careers Officers.
Application forms are available from the Chief Personnel Officer, Civic Centre, Millgate, Wigan. Tel: Wigan 44991 ext. 43.
Closing date 10th September 1982.

WIGAN Metropolitan Borough

Specialist Careers Officer for the Handicapped
Applications are invited from qualified and experienced Careers Officers for the above post. Salary according to experience will be on grade AP6, scale (£7371 to £7876 p.a.)

Careers Officer, South Worcestershire
Applications are invited from qualified Careers Officers for the above post.
The salary is on link grade AP3/4 scale £5652 – £7137 p.a.
Further details and application forms for the above posts from County Careers Centre, County Buildings (Second Floor), St. Mary's Street, Worcester WR1 1TW. Tel: Worcester 353366. Ext. 3498. Closing date: 10th September 1982.

Hereford & Worcester County Council

ADMINISTRATIVE OFFICER
RED CROSS
There is a vacancy at National Headquarters for an Administrative Officer in the Youth and Junior Department. The post will cover all aspects of education and Leader Training including the use of audio-visual aids. Administrative experience in these fields, a creative and imaginative approach and the enthusiasm to inspire young people are essential.
Ability to drive would be an advantage as some visits to County Branches would be involved. The preferred age group is 21–35.
Please write with brief details of education, experience, age and present/last salary to Personnel Officer, 9 Grosvenor Crescent, London SW1X 7EJ, who will supply an application form and further details.

Education Inspector
PRIMARY LOUTH
BHTG8 £13,293–£14,469
(Pay Award Pending)
Applicants should be well qualified and experienced Teachers/lecturers and advisory experience would be an added advantage.
Relocation expenses are reimbursable up to a maximum of £1967 excluding VAT for the successful candidate who is buying and selling a property.
A car allowance is payable.
Application forms and further details are available from the Personnel and Management Services Officer, County Offices, Lincoln (telephone Lincoln (0522) 24482. Please quote ED397.)
CLOSING DATE: 17 SEPTEMBER 1982.

Lincolnshire County Council

Administration General

LONDON
SOUTHERN REGIONAL WORKING PARTY ON SIGNED ENGLISH RESEARCH AND INFORMATION OFFICER
A person experienced in signing is needed to assist in the continuing development of Signed English. The work will principally entail the provision of papers relevant to teaching methodology and sign development, and the research and description of signs. This new post is funded by The Royal National Institute for the Deaf and will be sited in London. Salary will be commensurate with experience and present salary. The appointment is initially for two years but there may be further prospects for a suitable candidate.
Applications supported by two referees should be made to the Director, RNID, 105 Gower Street, London WC1E 6AH, from whom further information is available. Closing date for applications 30th September, 1982. (68817) 500000

LONDON SE26
TUTORS REQUIRED in all subjects. High earnings. Phone and S.A.E. for details A. Cadiz, 31 Lawrie Pk Rd, SE26. (68913) 550000

YORK
YORK THEATRE ROYAL YOUNG PEOPLES THEATRE
wish to appoint a schools liaison officer to help implement the company's programme into local school curricula. Initially part-time - 33 hours per week, salary approx. £5k. Graduates or persons from qualified and experienced teachers with suitable other experience, including C.V. and s.a.e. to: Theatre Royal, York YO1 2HD, by Thursday 2nd September, to start 4th October. (68747) 660000

PART TIME WORK. Established Publisher requires retired Head Teachers in the U.K. (particularly Scotland) interested in calling on schools to display books. The work would be part-time, with flexible hours (ie. times own car essential). Apply Box No. TES2444, The Times W.C.1x 8EZ. (68815) 660000

Outdoor Education

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ENDEAVOUR TRAINING
Endeavour Training is a national voluntary training organisation dedicated to personal development courses for young people.
We require a Field Worker based in Buckinghamshire who enjoys working with young people in outdoor pursuits, preferably canoeing, and has a good practical knowledge of art and drama.
The person we appoint will demonstrate initiative, maturity and stability from young people in all walks of life, will probably be under 25. A clean driving licence is essential.
We offer a salary of between £5,000 & £6,000 p.a. a comprehensive training package and the use of a vehicle.
Apply for further details to: Ann Slater, Endeavour Training, Training Centre, Youth & Community Centre, Aston Abbotts, Aylesbury, Bucks. HP22 5NE. (68910) 660000

DEVON
SKERN LODGE OUTDOOR CENTRES
Late Booking Bargains
Certain Weeks
Small centres with a tremendous range of activities. Your own programme prepared for your specific needs. Normally attractive, small fund & qualified staff.
Telephone (02373) 3992 or write to: Martin & Cherry Robinson, Skern Lodge, Didsywell, Ashburton, Devon. (68865) 660000

DORSET
DORSET AND SOMERSET ADVENTURE CENTRE
require as soon as possible a Permanent Instructor who is interested in working with young people of all ages in a positive way. Activities undertaken are canoeing, rock climbing, expedition, swimming and camping. Must be over 25 years of age with a clean driving licence and suitable Accommodation available with field board.
Accommodation available with board.
Further details from Director, Lodge & Forest Adventure Centre, Hercules Road, Wimborne, Poole, Dorset. Closing date for applications 10th September, 1982. (68921) 660000

DYFED
TY ISAF ACTIVITY CENTRE
Centre situated in the Brecon Beacons National Park in an area of outstanding industrial archaeological interest. Full time centre for field studies, Multi-activity, Adventure, D.of E. schemes, and courses for industry. Courses planned to your requirements through liaison with resident instructors. Activities include canoeing, climbing, caving, orienteering, etc. Full accommodation for 40. Excellent dining and recreation rooms. A.V. equipment. Free places for teachers. L.E.A. approved.
Details from B. Edmunds, Ty Isaf Activity Centre Troop, Llandeilo, Dyfed. Tel. 05586 24444. (68225) 660000

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Due to heavy business loading we need extra tutors able to use climbing, caving, canoeing to develop self-awareness in young people. Previous experience or proven potential an advantage. Permanent and temporary work in training development training centre.
Details and application forms from Lindley Lodge Hollowford Centre Castleton, Sheffield S30 1WB.
Completed forms to be returned by 24 September, 1982. (68895) 660000

SQUILVER
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Activity Holidays in the Welsh Border Country. Suitable for all age ranges. Programmes individually prepared. Qualified staff. Centre has heating, drying room facilities. Choose from canoeing, climbing, orienteering, archery, pony trekking and hill walking.
One free staff place per ten pupils. Further information contact Sylvia Groves, at Squilver Activity Holidays, Ratlinghope, Shrewsbury, Shropshire. Tel: Linley 341. (30349) 660000

Miscellaneous

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Due to the resignation of the current postholder to go abroad, we are seeking applications for the post of Media Resources Officer. Candidates will be educated to degree level and have considerable experience in all the facilities presently provided, and will have the initiative and ability to develop the Centre further.
The Centre, housed in Shoreditch Library, Pitfield Street, N1 was opened in 1980 and offers audiovisual and reprographic facilities to a wide range of community organisations and Borough services on a self-help basis.
A commitment to working with voluntary and community organisations in an Inner City area, good communication skills, a methodical and accurate approach to their work, combined with a sense of humour are qualities looked for in the successful candidate.
For further information contact Mr G. L. Harding, Assistant Head of Library Services. Tel. 739 7600, Ext. 444.
Application forms available from Director of Personnel and Secretariat, Town Hall, Mare Street, Hackney, E8 1EA or telephone 01-986 7539 (24 hour answphone service) quoting reference F195/F716/TES. Closing date: 10.9.82.
An Equal Opportunity Employer
We welcome applications from registered disabled people.
Hackney – an enterprising Borough

London Borough of ENFIELD
EDUCATION DEPARTMENT
NURSERY OFFICER
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£3,798–£5,244 (resident)
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We are looking for a mature person NNEB qualified, enthusiastic and experienced, to help provide high standards of care and understanding for our children.
Many of the children are admitted to Avenue House on a short stay basis and then return home or are fostered. Parental involvement in the Home is encouraged, and an awareness of the special needs of families under stress is essential. Staff are required to work 40 hours per week on a shift system, including weekends.
National Condition of Service apply, including weekend working and sleeping-in duties, for which an extra payment, currently £5.98 per night, is paid.
Application forms are available from the Director of Social Services P.O. Box 59, Silver Street, Enfield, Middx. (Tel 01-366 9406/7). Please quote reference SS/798.

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COVENTRY
CITY OF COVENTRY
MINORITY GROUP SUPPORT SERVICE
Two teachers of English as a Second Language are required for purposeful group work, one in Junior and Secondary Schools, the other in Infant and Junior Schools.
Scale 3 posts are offered for suitably qualified and experienced teachers.
Apply by letter to Mr. D. Pritchard, Teachers Advisory Centre, Group Support Service, Bumble Hole, South Street, Coventry, CV1 5EJ.
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Graduates required annually for TEFL positions. Via Matteotti 13, 73100 Lecce, Italy. (53154) 700000

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Experienced EFL teacher required by small friendly Japanese school in Tokyo. Start October. Two year contract, return paid (Summer) 1983.
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Yanbu' seeks for October 1982, 2 teachers of English as a foreign language for girls' secondary level pupils (14 - 18 years). University degree, recognised teaching qualification and appropriate experience necessary. Fluency in Arabic not necessary. Generous salaries. Interviews will be held in London in 6th September. Please send application, C.V. and names and addresses of 2 referees to: Rawdat Al Maref European Council of International Schools, 21 Lavender Street, Petersfield. (68941) 460000

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CLWYD
Dynamic male sociologist M.Ed., B.A. Cert. Ed., early thirties, with varied background including teaching, writing research, and administration seeks interesting opportunity in home or abroad. Anything considered.
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Education Courses

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The courses are residential and candidates should possess a University Degree or a Teaching Certificate or their equivalent.
The Courses will be conducted by Direct Method experts. The fee will be £160.00 (VAT not included) and includes: instruction, teaching materials, private room and all meals, as well as use of recreational facilities. Some self-catering places are available at £80 per week.
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St Giles Square, Northampton
0604 34141

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WRITE and sell Children's Stories. Neil Lurton Sales assistance. Free booklet Children Fiction Dept. TES2, 9 Berkley Square, Salford, Manchester M3 5BZ. (51885) 800000

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The *Bell* School of Languages, Bath

SENIOR TUTORIAL APPOINTMENT
Applications are invited for the post of a Senior Tutor/Director of Studies to assist in the organisation of the academic work of the school. The appointment will be made on Scale I £11,558–£12,365 pa. (Senior Tutor) or Scale II £11,556–£14,246 pa (Director of Studies) according to the age, experience and qualifications of the successful applicant.
Further particulars are available from:
The Principal
The Bell School of Languages
Henley Lodge
Weston Road
Bath BA1 2BP.
Tel: Bath (0225) 26255.
Closing date for applications is Wednesday, 15th September 1982.

EDUCATION DEPARTMENT
EDUCATIONAL PSYCHOLOGIST
Grade QTS/HT7 £8,052–£13,578 p.a.
Applications are invited from fully qualified Educational Psychologists for a vacant post located in the Mold Area. Applicants should have an Honours Degree in Psychology, post-graduate professional training and teaching experience.
Further details and application forms are available from the County Personnel and Management Services Officer, Shire Hall, Mold, Clwyd (Tel. Mold 2121, Ext. 363) to be returned by 17th September, 1982.
J. A. DAVIES,
County Personnel and Management Services Officer.

CLWYD COUNTY COUNCIL

Headmaster's Diary

We made a quick tour of the school, and he went on at length about the 'sixties brutalism' of our new buildings, which I had thought quite nice

Last night I spent some time telling Rona about my lunch that day with the Candlewick Rotary Club. It was a signal honour to be invited to address our leading citizens on the subject of "Education", and I enjoyed the occasion immensely.

I was made most welcome by Mr Bramley Wilkins, the president and a local architect who also runs the Candlewick civic society. No sooner had I entered the "Pickwick Snuggery" of the Red Lion than he thrust a schooner of sherry into my hand, and I believe it must have been refilled several times before we went in to eat a congenial repast.

I sat next to Bramley (as he asked me to call him) on the top table, and I found the Liebfraumilch an agreeable accompaniment to the roast chicken with chipolatas and game chips, followed by banana split and Gaelic coffee. It was just as well I had got Mrs Snode, the school secretary, to type out my speech in full, since the conviviality of the occasion made me feel extremely relaxed.

"Yes, I can see you had a fair bit to drink," Rona said. "Wine always goes straight to your head. I hope you weren't indiscreet."

This worried me a little, since I could remember so little of the conversation, except that it was very interesting and rewarding. I recalled that after my address – which was wildly applauded – Bramley stood up and talked at length about the civic celebration to commemorate the bicentenary of the birth of Candlewick's most famous son, the Rev Josia Fluck: an eighteenth century divine who founded the much-admired Candlewick almshouses.

"Surely I can't have had a fair bit to drink," Rona said.

I also remembered having a final glass of brandy at Bramley's insistence before driving back to school, and by mistake entering the exit road and not the entrance. I would not have noticed but for Nicks, the caretaker, who suddenly leapt out of the shrubbery and began to wave and shout in a quite needless fashion. It nearly destroyed my mood of well-natured good humour.

I was, therefore, taken aback this morning when Mrs Snode rang through to say there was a Mr Bramley on the phone for me, asking about the help I had promised to give. It took me a few moments to gather my wits as this rather loud voice said, "Ah, James. Bramley here. Just checking up on the arrangements we agreed yesterday for your contribution to the community celebrations – you know, the Fluck centenary. I think we shall need at least 50 pupils for the 'door-step blossom' programme, and another 20 or so to plant up the 'ignoration flower bed."

I could reply, he added: "...ut your kind invitation to ... this week and fix a ... ciety tree nursery ... ly as possible, since I knew Arnold

And then I began to go quite cold with shock, as I read the message laid out in the plants.

Illustration by Rosemary Harrison

How about tomorrow afternoon?"

Of course I had to agree, despite the crowded week ahead. It was strange I had forgotten all this.

I outlined the ... Arnold Bogwin, my deputy, indicating that it would be an important aspect of our school and community links. But Arnold lacked enthusiasm.

"The nursery's no problem," he said. "That can go round the back of the incinerator. But most of the staff are tied up with invigilation, and it won't be easy to get adequate supervision for all these kids milling around sticking flowers in letter boxes."

I left Arnold to sort out the details, and then had the pleasant task of telling Cecil Stonejaw, our head of history, that the county was at last going to do up the top floor of the building where he and the geographers function. This is a very unsatisfactory block put up just after the war in the days of austerity. It was quite a change to have a harmonious conversation with Cecil, who is usually at odds with me about something or other.

Next day Bramley Wilkins drove up in his opulent limousine, and even Mrs Snode managed a smile as she showed him in. We made a quick tour of the school, and he went on at some length about the "sixties brutalism" of our new buildings, which I had thought quite nice. When we reached the music block he began muttering about "meretricious louvre windows". I moved him on as quickly as possible, since I knew Arnold had decided to ask Cedric Moth, the head of music, to look after the flower and plant operations if nobody volunteered. And this seemed

On our way back we had just passed the history block when Bramley turned, stopped and said: "Oh, what proportions! What a sense of the vernacular! But this is a minor masterpiece."

I was most surprised, and pointed out that we had hoped the county would pull the whole block down.

"But it's sheer heaven!" cried Bramley, who marched inside looking at every room with evident approval. I followed behind, and upstairs I introduced Bramley to Cecil Stonejaw who was carrying an overhead projector down the narrow corridor.

"So you're an architect?" Cecil said. "Well, in my view school architects have got a lot to answer for. Look at this dump. Not fit for battery hens, let alone children. Damp, draughty and depressing. Thank God those windows are being filled in and this wall pulled down."

"But this is sacrilege," Bramley said. "The elevation will be ruined. Where is your sense of civic pride? I shall have to write to the county

Cecil Stonejaw volunteered to take charge of the entire flower planting business

architect and stop this. I'm sorry James, but our Candlewick heritage must be preserved. In its unique yet modest grasp of context and purpose, this charming little building is as eloquent as the Fluck Almshouses."

This was plainly a real blow to Cecil and to me, but I had to agree that Bramley was better qualified to judge these things. And having the civic society tree nursery in the grounds would go down well with the Candlewick cognoscenti.

Next day, though, I was amazed when Cecil Stonejaw intercepted me as I arrived at school and volunteered to take charge of the entire flower planting business. "What you said about community links," Dr Smellcroft, really struck home," said Cecil, who is always talking about community awareness". And since no one else was keen, I thought I'd help out."

I thanked Cecil warmly, and within half an hour he was on his way to the town with two groups of pupils. A party of third years had been detailed to put a flower on the doorsteps of all the prizewinning gardens in the civic society competition, while the fourth year non-examinable group, armed with trowels and forks, were to plant up the flower bed outside the civic centre.

This had been marked out with sand to show where the plants with different colour leaves were to go, thus spelling out the timely message, "Fluck our Founder". Both flowers and plants had been supplied by Councillor Dimpickle, our chairman of governors, who runs a nursery in Station Road, so it was an occasion of equal importance to both town and gown.

It was, therefore, with a real feeling of pride that I attended the special ceremony at the civic centre this afternoon, to unveil the flower bed and join in the centenary celebrations with Bramley Wilkins, Dimpickle and other important local worthies. Cecil had thoughtfully arranged a large plastic sheet to cover the plants and protect them from the July sun.

It was a proud moment when Bramley, after thanking "Dr Smellcroft and all the Candlewick School staff and pupils for this magnificent contribution", invited Dimpickle to pull the cord which released the sheet. There was a gasp of pleasure as our eyes feasted on the floral colours.

He pointed out that the pupils' spelling was known to be weak

And then I began to go quite cold with shock, as I read the message laid out in the plants, and realized that there had been a dreadful error in the arrangement. A letter L from the first word had been transferred to the last, making it "Flounder", so that the plants spelled out a singular imperative to do with some kind of fish.

I at once began to apologize to all and sundry, while Dimpickle ordered the chief executive to find a gardener as soon as possible to move the plants before the press noticed, but Dimpickle cut me dead, and even Bramley Wilkins said, "I say, old boy – this is a bit of a staggerer, what?"

I rushed back to school as soon as I could, and summoned Cecil forthwith. He was astounded to hear about it, and full of apologies. But he pointed out, with some justice, that he had been given pupils to do the task whose spelling was known to be weak. I could only accept his explanation. But I was rather surprised, when I went up to the staff room after school with a new notice, that the place was in an uproar of laughter, with Cecil the centre of attention. It seemed somewhat inappropriate.

Maurice Hol

NEXT WEEK

Stuart Maclure analyses Sir Keith Joseph's agenda for the year beginning September 1982.

Careers 1: Brian Heap introduces a new regular Careers Diary with advice for the careers teacher.

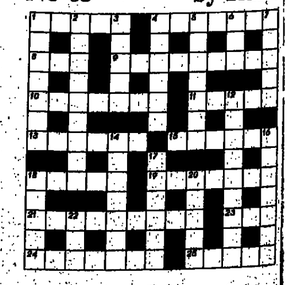
Careers 2: Service in crisis; how the youth employment service works when there are no jobs (picture right).

Books: Tom Corfe on local history. Harling Glastonbury on the history of women as writers. Paul Harling on primary education.

Extra: Travel.

CROSSWORD

No 65 by Rufus



Across

1. Striker forms a union (5)
4. He may toss at sea or at the cricket ground (7)
8. As well as the first fifteen letters (3)
9. Hold back the power, or increase it (9)
10. Stretch of river occupied by vessels (7)
11. Cheeky make-up (5)
13. It often figures in art exhibitions (6)
15. Roughly repair shoes or roads (6)
18. Brief period of enchantment (5)
19. Concentration required when driving in France (7)
21. Look-out man? (9)
23. One about to show anger (3)
24. The agony of meh in the wrong (7)
25. Fall behind it at the end of the day (5)

Down

1. Count things (7)
2. Accepted the post, as it happened (4,5)
3. Long-legged bird of ben perhaps (5)
4. Tremble at ring bit (6)
5. It's hell for sinus to say (7)
6. Kenneth in a short page graph (5)
7. Concerning the first woman ministering to long ago (6)
12. Stiff – but relaxing (9)
14. Liberate one soul in torment (7)
16. Component that defies analysis (7)
17. Join one in the money (6)
18. The fall is general late in May (5)
20. It's an unusual material (5)
22. Pitch of the road (3)

Solution to puzzle no 64